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ABSTRACT

The manual is designed to help special education administrators, teachers, and other interested people to develop an intergenerational school volunteer program. Background information on the program serving Alleghany County (Pennsylvania) is provided along with a review of benefits for students, teachers, volunteers, and the schools. Concerns of teachers and volunteers are addressed, based on information collected in a volunteer program involving older persons. Program implementation is covered, including a suggested sequence of 12 steps that will enhance the probability of program success. Strategies touch upon media and community awareness activities. The training process is outlined for five meetings with each meeting including an advanced organizer, an annotated agenda, and related handouts and transparencies. Meetings focus on such topics as working effectively with volunteers, basic information about exceptionalities, and the match between teachers and volunteers. Evaluation information includes sample questionnaires. A list of resources and a 13-item bibliography conclude the document. (CL)

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INTERGENERATIONAL VOLUNTEER PROGRAM IN SPECIAL EDUCATION:

A MANUAL FOR IMPLEMENTATION

EXCEPTIONAL CHILDREN'S PROGRAM
ALLEGHENY INTERMEDIATE UNIT

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INTERGENERATIONAL VOLUNTEER PROGRAM IN SPECIAL EDUCATION

A Manual for Implementation

PREFACE

This training manual has been developed as a tool to assist special education administrators, teachers and other interested people in the development of an intergenerational school volunteer program. It includes general information pertaining to the *background*, *benefits* and *outcome* of an intergenerational program as well as specific procedures for its implementation. The manual describes *recruitment*, *orientation*, *training*, *placement* and *follow-up procedures*. Included are advanced organizers, annotated agendas and other relevant materials to assist in the actual implementation of the program. These meetings are developed for senior citizens and teachers who will be collaborating in classrooms serving handicapped students.

Administrators and program implementers are urged to become familiar with the information and materials contained in this manual since it should be useful in all aspects of program development.

BACKGROUND OF THE PROGRAM

ORIGIN OF THE PROGRAM

Research shows that intergenerational school volunteer programs have been successful in utilizing the skills and resources of older adults to support students' growth and learning. These programs have been implemented by generations together in small towns as well as suburban and urban school systems where the beneficiaries of the volunteering have been regular or normal children.

The Allegheny Intermediate Unit (AIU), a regional educational agency serving the 42 districts in the Allegheny County area of Pennsylvania, was interested in developing a pilot program which would involve older persons as volunteers in a special education setting. In 1981, the AIU contracted with Generations Together of the University of Pittsburgh to construct the pilot program. It was developed and implemented at Western Hills School, a special education center serving the handicapped youth from the western suburbs in Allegheny County with diverse backgrounds. The population at Western Hills included handicapped students only, ranging in age from kindergarten through age 21. These students were mildly to severely mentally retarded, while some were also physically handicapped. There was also a small population of emotionally disturbed students in this center.

Keeping in mind the range of handicapping conditions of the students, along with their varied socio-economic backgrounds, several questions and concerns were posed regarding senior citizen involvement. Would senior citizens be interested in volunteering with handicapped children? Would volunteers be used effectively in the classroom? How would senior citizens reaction to students who look different? Would volunteers enjoy the students' diversity or would they be turned off by their differences? Would the students react favorably to the volunteers?

Answers to these questions and concerns were obtained during the program's first year. The volunteers were well accepted by staff and students and made a difference in the *quality* of the environment in the classroom. Over the year, a *very* special relationship developed between the handicapped learner and the senior citizen. The students looked forward to the weekly visits of the volunteers. End-of-year evaluations by teachers and volunteers were overwhelmingly favorable. It was their feeling that the program should be expanded at Western Hills. AIU administrators also felt the program should be expanded to other centers throughout the county. But, the AIU lacked the personnel or financial resources to enlarge the program at Western Hills to include severe and multiple handicapped, or to expand the volunteer program to the seven other special education centers.

EXPANSION OF THE PROGRAM

Finally, in the fall of 1983, funds were obtained from the Pennsylvania Developmental Disabilities Planning Council, Department of Public Welfare, for the expansion of the program for one year to the other seven centers within the Allegheny Intermediate Unit. The purpose of the grant was to provide an educational situation in which students, senior citizens and educators would share the many resources, skills, attitudes and feelings which they all possessed. It was felt that the senior citizen population of the Commonwealth was an untapped resource ready to serve the community. It was also felt that the handicapped learners and their teachers are endowed with special attributes which would encourage elders to continue to learn and grow. Therefore, the program was developed to establish a volunteer network of senior citizens to be trained to act as resources at Special Education Centers.

As before, the Allegheny Intermediate Unit worked cooperatively with Generations Together of the University of Pittsburgh to adopt its established model, "*The Senior Citizen's School Volunteer Model.*" Generations Togethers' record at Western Hills School, along with its success in more than 20 Western Pennsylvania School districts* suggested potential success for expansion of the program. The Allegheny Intermediate Unit also contracted with the Special Education Department of Special Education of the University of Pittsburgh to provide indepth training experiences about special education for the volunteers before they were placed in the centers.

Neither words nor statistics can describe the enormous success of this program in its first year of expansion. A total of 66 volunteers assisting a number of teachers provided their special talents, attitudes and skills to hundreds of handicapped children in the special education centers.

A final outcome of this project was the creation of this manual which outlines the implementation process used in expanding the Intergenerational Volunteer Program in Special Education. This manual is designed to enable other school systems to replicate such a program and to benefit from its implementation.

**Reported in a reference of cumulative participating school districts from 1978-85.*

BENEFITS OF AN INTERGENERATIONAL VOLUNTEER PROGRAM IN SPECIAL EDUCATION

Why would any school system want to consider an intergenerational program? Simply stated, the volunteer program benefits students, teachers, aides, volunteers and the school in general. There is strong evidence from the programs now in existence that benefits are derived:

For the *special student*, volunteers provide:

- intergenerational contacts that enrich school experiences of students
- contact with a "grandfatherly or grandmotherly" kind of person who may be absent from the lives of many special students
- individual attention to those students with this and other particular needs
- many unique interests and skills which enrich the classroom curriculum

For the *teacher and aide*, volunteers provide:

- willing and cheerful extra "set of hands" to free the teacher and aides for other activities
- new insights into students' behavior and work
- new ideas that enrich the classroom climate
- a bridge between special education and regular education in the mainstreaming of special students

For the *volunteers*, the program offers:

- new and stimulating experiences
- knowledge and skills
- an opportunity to make a unique and positive contribution in the life of these special children
- new friendships
- an opportunity to work as a colleague with younger professionals
- contact with young people

For the *school*, volunteers serve as:

- a bridge between the school and the community
- public relations advocates making the school visible and giving it a positive image in the community
- effective recruiters of other volunteers

CONCERNS OF TEACHERS AND VOLUNTEERS*

Prior to the implementation of a volunteer program, teachers and volunteers may express concerns. It is important to maintain open communication with the people you meet while recruiting so that they feel free to raise concerns. Discussing the concerns often helps to make them less of a barrier to participating in the program. If people feel comfortable asking questions and voicing concerns, they are more likely to volunteer. In developing an intergenerational volunteer program in special education, the following concerns may need to be addressed:

TEACHER CONCERNS

Most teachers who are presented with the opportunity to participate in the intergenerational volunteer program are interested and supportive. However, since the concept of the program is new, there are usually concerns and questions that are raised by teachers which need to be addressed before the program begins.

The following questions and comments of teachers represent possible concerns they may have about becoming involved in an intergenerational volunteer program. Keep these in mind when meeting with teachers and consider the suggested responses.

"Will the volunteers be dependable?"

Older volunteers have demonstrated a strong commitment to their volunteer work. As reported by teachers who participated in the Senior Citizen Volunteer Program, volunteers were consistent in their attendance and ability to follow through with their classroom responsibilities.

"I don't have time to train volunteers."

Since training meetings for the teachers and volunteers are provided by the program coordinator, teachers will not have the responsibility for training the volunteers at scheduled meetings. However, ongoing classroom support and on-the-job training concerning curriculum and specific students are provided by the teacher.

Follow-up meetings planned and facilitated by the coordinator are held to lend support to the volunteers and to develop their effectiveness in the classroom. Therefore, while at first it does take some additional teacher time to work with a volunteer, the benefits which result make the initial efforts worthwhile.

"Why do older people want to volunteer in a school?"

In general, older people volunteer because they like young people and want to do something productive. Discussion with the teachers concerning the common motivations of volunteers who become involved in a school volunteer program are included in this manual. (see Page 17, Recruitment of Volunteers)

* *These concerns and responses are based upon information collected in the Senior Citizen School Volunteer Program of Generations Together between 1978-1985*

"The volunteers may not understand my style of discipline or my approach to teaching and may therefore become judgmental."

While lack of understanding may occur during the orientation and training sessions, teachers will share information that will help volunteers become familiar with their discipline procedure and approaches to the teaching of students. Through the combined orientation and training experience, volunteers and teachers will be able to be matched in classrooms where their personal styles seem to be compatible.

"Will the volunteer respect the confidentiality of the students and the classroom?"

The importance of confidentiality is stressed during the orientation and training workshops. Past experiences with volunteer programs have shown that volunteers overwhelmingly respect the need for confidentiality. A special bond appears to develop between the volunteers and school. They often become advocates for the teachers and students and demonstrate a sensitivity to what information is appropriate for public discussion.

"Will older people be physically able to work in a school setting?"

Older people decide to volunteer based upon their knowledge of what they may be going in that school. A physical limitation such as a hearing-impairment or inability to climb steps can be accommodated by an appropriate classroom placement and planning. For the most part, older people who become involved are healthy and active.

"Will my aide feel threatened by the volunteer's presence?"

In most cases where older volunteers have worked in classrooms with aides, the aides have welcomed the volunteers and helped them to become comfortable in the classroom. There are rare instances, where aides have had a negative reaction to volunteers. It is imperative to discuss the program with the aides before it begins so that they are aware of its purpose and realize it is not intended to replace them. Try to resolve any of their concerns before involving volunteers. Postpone the initiation of the program if there appears to be major concerns which would inhibit the development of a successful program. Clarify some of the similarities and differences between the volunteer and aide roles so that everyone understands the roles and is comfortable with them.

"How will the older volunteers relate to the students? Some older people are too critical of young people today."

The older people who volunteer do so because they like younger people. They want to be in touch with today's youth and tend to be accepting and willing to learn. Teachers can provide suggestions for appropriate ways to respond to students and help the volunteers understand student behavior.

"I'm concerned that my students might be disrespectful to the older volunteers or act inappropriately when they are there."

Overwhelmingly teachers have reported that students enjoy having the volunteers in the classroom and desire to work with them. On a questionnaire given by the Senior Citizen School Volunteer Program, 98 percent of the teachers said the students reached positively to the volunteers (Kramer, etal, 1983-84). Often times, students demonstrate better manners and greater interest in their school work when the volunteers are present.

"If the volunteers work in special education, they may be too emotional with the students. They may pity them which would not be helpful to the students."

Volunteers are often attracted to volunteering with special education children because of an emotional appeal and sincere concern for the students. With guidance provided by the teachers, they can be helpful in the classroom and come to recognize the greater importance of helping the students to increase their independence and not pity them.

"Suppose the older volunteer program doesn't work out as I expected."

Teachers are asked to share any concerns or difficulties as they arise so that, when necessary, changes can be made. If it appears that a problem is due to an inappropriate placement, the volunteer may be placed in another classroom. If possible, a more appropriate volunteer can be placed with the teacher. Ultimately, if the program does not meet the teachers' needs or expectation, the teacher may withdraw from the program. If a volunteer is found to be ineffective after a variety of options have been tried, the volunteer should be asked to leave the program with a gentle, sensitive explanation for this request. In reality, this situation is an extreme rarity.

VOLUNTEER CONCERNS

In addition to presenting all of the positive reasons for becoming a school volunteer, it is important to be sensitive to some concerns that may inhibit the participation of some older people. The following are typical volunteer concerns and some responses to them. When recruiting volunteers, it is wise to be aware of these concerns and responses that may help older persons decide to become volunteers.

"I am too old to volunteer."

This comment gives the opportunity to reassure older persons that mature age is an advantage and the principle reason for involving older volunteers in schools. The nature of their experience makes a positive contribution to an intergenerational volunteer program. While it is important that older people feel they are mobile and well enough to make a weekly volunteer commitment, it is necessary to address any concerns they have about being too old to volunteer. Stress the mutual benefits of an intergenerational program to students and volunteers. Discuss possible concerns which may be stereotypically associated with age, e.g., physical limitations, and explore possible volunteer role options and supports to overcome them.

"I've never had any teaching experience."

Older people need to know that the school values their life experience and recognizes its relevance to the student' overall development. While some volunteers may have very special skills, interests, and experiences to share, others will bring qualities such as warmth, patience, and interests in young people as their most valuable attributes. Some of the teachers' requests may require the volunteer to possess specific backgrounds. Try to provide a variety of volunteer roles so that people of diverse backgrounds can become involved. Also, indicate that orientation and training will be offered and continual guidance from the teacher will be available.

"Schools are very different today than when I went to school."

Encourage the older people to get involved in the school so that they can experience them from the inside. Many more positive things are happening in schools today than people expect. As society changes, so do the needs and interests of students and the philosophy and curriculum of the schools. When older people become involved in the schools, they are most often pleasantly surprised at what they find and become strong advocates for teachers and public education.

"I don't want to take another person's job. Do the teachers want us?"

Explain that the program is to provide additional support and is in no way to be a threat to someone else's position. The intergenerational thrust of the program reinforces this point because it is only the older volunteer who can help to achieve the intergenerational goal of the program. Indicate the teachers' interest in the program and that they too have volunteered to participate.

"I don't have transportation to the school."

If the school has made arrangements to provide volunteer transportation, e.g., school buses or parent car pools, suggest these options. If there is no immediate solution to this problem, try to arrange for the person to attend Open House at the school where they may meet another volunteer who may offer them a ride. Explore other options such as public transportation, taxis or community vans.

"Young people today are disrespectful and don't appreciate what they have."

While it's true that friction does exist in society between some older and some younger people, older people find that when they volunteer, a rapport develops between them and the students. In fact, teachers often say the students demonstrate their best behavior when the volunteers are present. Volunteering with young people gives older people a chance to find out more about the younger generation. They usually conclude that young people's needs and desires today are no different than those in previous years generations, but that they may be expressed different ways.

"Will the teacher leave me along with the class?"

No! The teachers are asked to provide continual support to the volunteers and not to leave them alone with the entire class. There may be a time where the volunteer works with an individual or small group of students out of the classroom This would occur only if the volunteer is comfortable with this arrangement.

"I don't drive (or walk) in inclement weather."

Teachers are very understanding if a volunteer cannot make it to school during difficult weather. The volunteers would never be expected to volunteer on days when the weather is a concern to them.

"I'm already involved in too many other things."

Older people are often involved in a variety of personal and community activities. Frequently the people who decide to volunteer are already busy people. Suggest that a person come to an Open House at the school before excluding him/herself from the program. The program may involve less time than the person thought. If someone is interested but has limited time, explore some options for their involvement. While limited time is the initial concern expressed, other concerns or questions may be the underlying factor in their reluctance to participate.

"What if I plan to take a vacation during the time I have offered to volunteer?"

The program should be flexible enough to adjust to the personal needs and desires of the volunteers such as a vacation. Let the volunteers know that the teachers will understand if they will have to miss one of more of the days they regularly volunteer. Most important, is to inform the teachers of the vacation schedule ahead of time so they can prepare alternative plans on the days the volunteers are usually in the classroom. While the students will miss the interaction with the volunteers, the sharing of the vacation experiences can be a positive learning exchange between the volunteers and students when they resume volunteering. If a potential volunteer will be on vacation for an extended time, for example, through the winter months, confirm this schedule with the teacher before placement is made to assure that it is compatible with the classroom needs.

"Is there liability insurance if I should get hurt while volunteering or break a piece of equipment?"

Inform potential volunteers of the type of liability coverage offered by the school district in case of a personal injury or if school property is damaged accidentally while being used.

"Too many students today can't read, write, or spell."

When volunteers are in the schools, they find that some of their previous impressions about student's academic skills are not true for many students. However, in special education many students are learning at a slower rate than others and some do not possess adequate basic academic skills. One of the purposes of the volunteer program is to encourage the community to become involved in the school. By providing additional support to students who need tutoring and remedial work, volunteers can help to improve students' academic learning.

"How will the students react to me?"

Teachers and volunteers report that students are very enthusiastic about the presence of the volunteers in the classrooms. This attitude of the students is confirmed by the way they welcome the volunteers and request working with them. When the volunteer is unable to come to school on scheduled days, the students often ask about them and miss them.

"I'm too emotional to work with handicapped students."

Some people feel they are too emotional to become involved with Special Education. Explain the various types of students and volunteer options available. Encourage these people to visit the school before excluding themselves from the program. Often times, once volunteers are involved, the discomfort with certain students or the keen awareness of their differences diminish and volunteers become very relaxed and accepting of the students.

"What if I find that the program isn't what I expected?"

Every effort should be made to help older people feel welcome in the school and prepared for their volunteer role. If a volunteer is not satisfied with a particular classroom placement, a change may be made. If after an opportunity for change has been given and a discussion of any concerns has taken place, volunteers still feels that the program is not what they expected or desired, they may choose to discontinue participation.

ADMINISTRATIVE PROCEDURES

It is very important to allow adequate administrative time to plan and implement a senior citizen volunteer program in your district or intermediate unit. This is not the type of project that will run itself during the start-up year. One person should be given the responsibility for porgram coordination. Others may assist in recruitment and training but is important that one person has the responsibility to assure that the various steps in the implementation (recruitment, training, placement and follow-up) are followed.

If you presently have a general volunteer program for parents or other interested citizens, consider the senior citizen program as an expansion of the present program and the access to a new and virtually untapped resource. However, it is important to remember that there does exist a very special relationship between a senior citizen and handicapped student and that additional efforts are necessary to create the climate in which these relationships can develop.

The following steps, a suggested sequence in preparing for the program's implementation, will enhance the probability of program success:

Step 1. Communicate with the staff. The educational climate of some districts is more amenable than others to bringing the community into the classroom. Such a feeling should prevail if this program is to be successful. The intergenerational concept should be discussed with other central office staff, principals, teachers, and aides before a commitment is made to the program. Most staff should recognize the benefits previously stated.

Step 2. Secure commitment from principals and teachers. Once staff members have a good understanding of the philosophy, objectives and outcomes of the program, their commitment should be requested and gained. Good administrators carefully pave the way to commitment through communication, discussions, presentations and persuasion. If this commitment is not obtained, the program might fail.

Step 3. Communicate with the school board. As with any other major initiative, the board should be fully apprised of the intent to implement the program. They should receive information on the program's goals, procedures and costs. You may choose to write a formal agenda item, including budget, to present to the board for approval. *It is critical to build in substitute time to release teachers for the training and the placement process.* This amounts to approximately one and one half days of substitute time during the program's first year of implementation. Refreshments for meetings are extras but are worthwhile since they create a friendly atmosphere. You may also choose to build in expenses for end-of-year recognition activities.

Step 4. Select Site(s). It is probably preferable and more manageable to begin the volunteer program on a small basis and build yearly. However, some districts or intermediate unit agencies may want to implement a system-wide program based on the receipt of a grant or local needs or interests. This is acceptable provided adequate personnel and planning are provided.

Step 5. Plan for the health and safety of the volunteers. The health and safety of the volunteer should be a major concern. All Pennsylvania employees and volunteers are required to pass a test for tuberculosis. Typically, the tyne test is used in schools. As a population, senior citizens tend to react postively more often to the tyne test than do younger populations. Have your school nurse explain this very carefully to the seniors. If the tyne test is positive, they must have an additional test or a chest x-ray in order to qualify for volunteering. The tests are free at the nearest public health clinic. In planning the sequencing of your program, allow enough time for this testing process because a positive tyne could delay the volunteer placement.

On rare occasions, volunteers might be involved in accidents on school premises. Generally speaking, districts have some sort of blanket liability policy which covers volunteers. What seems to be crucial to the coverage is the number of volunteers servicing the district. However, this situation may vary from locality to locality and insurance carriers may differ too. Certainly, one should check this before beginning a program.

Step 6. Plan for the comfort of the volunteers. Senior citizen volunteers may be returning to the school situation for the first time in many years. They need to become aware of the routine of the school and the actual classroom. Their basic needs must first be addressed before they can become effective volunteers. Have a seat or desk assigned to them. Let them know where to hang their coat, when and where to eat lunch, the sign-in and signout procedures and what to do in the case of their illness and/or absence. It may be necessary to provide free lunches to them and in some situations to provide transportation (school bus, car pool, etc.) if these conditions are required to enable the senior citizens to volunteer.

Step 7. Avoid potential roadblocks. Often teachers are interested in an extra pair of hands when considering a volunteer. They may not be initially interested in the intergenerational aspects of the program. If this position cannot be altered, their participation should not be encouraged. Remember, the focus on the program is the unique and special relationship between the senior citizen and the handicapped student. The extra pair of hands are only an added benefit.

Step 8. Respond to concerns of salaried aides. Many aides belong to unions and their leaders may be cautious or frightened by the proposed program. It is important to discuss the program in detail with the leadership or aides in the building. Particular emphasis should be given to the role of the senior volunteer and how its emphasis differs from that of the paid aide. The amount of time the volunteer spends in the classroom is usually limited to 1½ days per week. This has been found to be comfortable to volunteers and aides. Try to include aides in the orientation and training of volunteers so they can learn how the volunteer's role will become supportive to and not competitive with their role.

Step 9. Don't be discouraged by limited volunteer response. The lack of adequate numbers of volunteers as a result of the first recruitment effort may seem to be a problem. Do not let this situation delay the start of your program! Orient, train and place the volunteers on hand and build or add to their numbers. Recruitment techniques and tips will be addressed in the recruitment section of this manual.

Step 10. Designate a program coordinator. It is essential to the success of the program that a coordinator be identified at the outset. There are a variety of individuals who have the potential to coordinate this program. Of course, the selection is somewhat limited by role function. Typically, staff who are usually involved are: assistant superintendents, principals, assistant principals, social workers, counselors or psychologists. In some situations, teachers are freed-up depending upon the scope of the program. Generally speaking, special education classes are spread throughout the district, shared between or among districts, or are operated by intermediate unit agencies. Large programs (three or more sites) should have central office coordination. If a program is initiated in only one building, it probably could be coordinated by the principal or the assistant principal.

Step 11. Check local agencies for technical assistance or resources. A district may be able to use the existing services of its local intermediate unit. There may or may not be a fee for establishing or assisting in the establishment of a program. Other outside agencies who provide services to people may have full or part-time coordinators of volunteer programs. They too, may be able to provide some advice and assistance to the district. If local technical assistance or expertise is unavailable, contact the Allegheny Intermediate Unit or Generations Together of the University of Pittsburgh for suggestions. (See Resources).

Step 12. Anticipate program implementation costs. Consider and budget for all costs that may be incurred for this program. Typical costs are refreshments, release time, publicity, contract services, printing costs, postage and lunch for the volunteers.

RECRUITMENT OF TEACHERS

Introduction

Once approval has been given to develop an older volunteer program, contact is made with the teachers to familiarize them with the goals and the implementation procedures of the program and to identify potential teacher participants. Typically, teachers are recruited before volunteer recruitment begins. All school staff should be informed of the program so that when volunteers arrive at the school, the staff will know who they are and make them feel welcome.

It is essential to the success of the program that teachers choose to work with volunteers. Each participating teacher should express a need for and an interest in utilizing the support of an older volunteer in the classroom. Volunteers appreciate working with teachers who have requested them and who are able to provide them with meaningful and productive activities. While many teachers usually sign up to participate, some teachers may want to wait to see how the program develops during the first year before they become involved. If there have been any past difficulties or negative experiences with recruiting or placing volunteers, some teachers may need first to develop confidence in a new volunteer program.

Typical Motivations of Teachers

Teachers choose to participate in the volunteer program for a variety of reasons. The following list describes the typical motivations of teachers.

—Teachers want to offer additional academic and social support to the students.

—Teachers are interested in enriching the curriculum by utilizing volunteers' experiences and skills.

—Teachers would like more time for planning and curriculum development.

—Teachers appreciate assistance with non-teaching tasks.

—Teachers can gain further insight into students' behavior.

—Teachers want to give students the opportunity to develop meaningful relationships with other adults.

—Teachers want to provide intergenerational experiences for the students.

—Teachers desire greater personal intergenerational contact.

—Teachers want to expand community awareness of an involvement in the school.

ADVANCED ORGANIZER
Recruitment of Teachers

TITLE: Teacher Recruitment Procedures

PURPOSE: To motivate teachers to participate in the intergenerational program

OUTCOME: To recruit teachers who recognize the potential benefits of an intergenerational program to the classroom, the school, and the community and are willing to participate in the implementation of the program.

TOTAL TIME: 30-45 minute presentation

OVERALL OBJECTIVES	SEQUENCE OF ACTIVITIES	MATERIALS AND EQUIPMENT	PARTICIPANTS	FACILITATORS
—To develop teacher awareness of the program's rationale, goals and projected outcomes	Select a date and time for presenting the program to the teachers and other school staff.		Teachers, Teacher Aides, Other School Staff	Program Coordinator Principal
—To motivate teachers to volunteer to participate in the program	Prepare an agenda for the presentation.	annotated agenda		
—To define the roles of the program coordinator, teachers, and volunteers	Notify the teachers and other school staff of the date and time of the presentation.			
—To assess the number of teachers interested in participating in the program	Present the program.	program brochure audi-visual materials slide projector cassette player extension cord screen		
—To answer teacher questions about the program	Identify interested teachers.	sign-up sheet		

ANNOTATED AGENDA: RECRUITMENT OF TEACHERS

1. Rationale and Goals for the Older Volunteer Program
Highlight the following reasons for initiating the program: greater intergenerational exchange, utilization of the experiences and skills of older persons to enrich the classroom, increased support to students, strengthening of the link between the school and community.

2. Summary of School District Approval of the Older Volunteer Program
Review the district's procedures that have resulted in the introduction of the program to the school, including the approval process and support given by groups such as the school board and administrators.

3. Description of the Volunteer Role
Explain the role of the volunteers. Include the following points: volunteers are requested to participate a minimum of one-half day per week to assist individual and small groups of students; they can work with a variety of ages and handicaps; they also share special resources and personal experiences with the teachers and the students.

4. Description of the Teacher Role in the Program
Emphasize that the teachers *choose* to participate in the program. The teachers are responsible for planning and directing the volunteer activities. Volunteers may collaborate with the teachers or arrange to plan something on their own. Continual support and guidance are provided for the volunteers by the teachers.

5. Presentation of a Slide Show
If possible, present a slide show or photographs describing an existing older volunteer program. These materials can be borrowed, rented or purchased from existing programs. Audio-visuals help to explain the program and motivate participation.

6. Review of the Benefits of the Program
Summarize the following benefits of the program

a. Students:
- —receive additional support and attention
- —grow academically, socially and emotionally
- —develop a more positive view of older persons and aging
- —develop special friendships with volunteers.

b. Teachers:
- —receive additional (nonjudgmental) support in the classroom
- —enrich the curriculum
- —acquire additional insights into students' needs
- —develop special friendships with the volunteers

c. Volunteers:
- —gain an opportunity to utilize their experiences and skills
- —feel productive as a school volunteer
- —experience improved feelings of self-worth
- —become more familiar with contemporary schools and special education
- —gain new skills

d. School and Community
   —develop greater communication and understanding
   —develop a positive public image of young people
   —improve public attitude toward the educational system
   —utilize vast untapped skills and experiences of the community's elders

7. Summary of the Implementation Sequence
Provide an overview of the main steps of the implementation sequence: recruitment of teachers and volunteers, training of teachers and volunteers, volunteer placement, maintenance of the program, recognition of volunteers and program evaluation responsibilities of those people who will be implementing the various steps. Indicate that the goal for volunteer recruitment will be to obtain enough volunteer time to meet the teachers' requests. If these requests are not fulfilled, volunteer recruitment will continue. Present a projected time line and ask teachers to approve or ammend it so that it is compatible with other scheduled school activities.

8. Discussion of Questions and Concerns
Provide time for open discussion so that teachers can express their concerns, ask questions, and clarify program information. (see page 4, Teacher Concerns)

9. Assessment of Teacher Interest
Teachers are asked to sign up to participate in the program. They should be given the option to add or delete their names from the list of interested teachers at anytime.

RECRUITMENT OF VOLUNTEERS

Introduction

The recruitment of older volunteers is usually the most challenging step in the implementation of the program. After a school has made a commitment to involve older volunteers in the classrooms, the realization of the program's goals are dependent on the response of the community to the request for older volunteers. A comprehensive and systematic recruitment strategy needs to be developed that can result in finding an adequate number of older volunteers to participate in the program.

Initially, the public needs to become aware of the program and the need for volunteers. Presentations, written material, and personal contacts can help to achieve public awareness. As the community becomes familiar with the goals and activities of the program, key community leaders and representatives of older groups become involved in lending support to the recruitment of volunteers. An introductory meeting for community representatives helps to secure community support for the program and provide an opportunity for the community to assist with volunteer recruitment. A community task force or advisory committee may also be organized to develop and implement recruitment campaigns.

A variety of approaches can be utilized in the recruitment of volunteers. Some approaches will yield more volunteers than others but all will help to give visibility to the program and insure a broad based outreach. For example, two people may respond to a newspaper article, while four people may sign up at a group presentation. Set realistic expectations for volunteer recruitment but don't become discouraged if there is little response to a particular recruitment approach. A recruitment strategy that provides many opportunities for personal contact is most effective. It is the best way to recruit since it provides opportunities for discussing individual questions and concerns and a chance to speak directly to potential volunteers.

In planning to reach out to older people, the strategy should enable contact with older persons who represent diverse educational, ethnic, racial, and socio-economic backgrounds. A diverse volunteer group will provide richness in background and experiences to share with the students. Appeal to women and men and stress the value for students to have interaction with male and female supports in a school setting. Couples can be encouraged to volunteer together at the school in order to share in a meaningful common experience.

What is communicated to the community about the volunteer program in any of the following recruitment strategies will greatly influence the way people respond to the request for volunteers. In written items and during personal conversations and verbal presentations, project enthusiasm about the program and indicate the school interest in and support for the program. Explain the rationale for the program and tell about the experiences of volunteers in similar programs. Familiarize the audience with general information about the school, e.g., ages of students, school location. Provide clear and specific descriptions of possible volunteer roles and relevant qualities and backgrounds of volunteers, e.g., patience or particular experience.

People who are considering volunteering want to know how often they will be expected to participate, what the qualifications for participation are and what supports are available to them as participants, e.g., transportation, lunch, liability insurance, orientation and training. While volunteer commitment and dependability are essential, volunteers should also know about the possibilities for flexibility in

their schedule, e.g., if a volunteer plans an extended vacation or needs to miss a week for personal reasons.

Recruitment continues as long as there are teacher requests to fill, new volunteer roles to be developed, or volunteer attrition. After the initial recruitment campaign, follow-up with the more successful recruitment approaches and key contacts in order to recruit additional volunteers. Once the program has been implemented, maintain visibility of the volunteer activities and publicize the benefits of the program in order to keep the community informed and supportive of the program.

TYPICAL MOTIVATIONS OF VOLUNTEERS

Ther are a variety of reasons that motivate senior citizens to volunteer in the Senior Citizen School Volunteer Program. It is helpful to keep these in mind when recruiting volunteers.

—Elders feel productive through volunteer involvement in the community.

—Elders desire to spend some of their time in a structured activity.

—Elders value the education of the younger generation and would like to contribute to it.

—Elders are able to utilize acquired skills and share experiences, interests, and knowledge.

—Elders want to learn more about schools.

—Elders may make new friends through the volunteer experience.

—Elders who have had a personal experience with a handicapped relative, neighbor, or friend want to offer to help special students.

—Elders are provided with an opportunity to fulfill their personal and societal values.

—Elders enjoy trying something new.

—Elders choose this particular volunteer work because it is easily accessible to home.

—Elders increase their satisfaction with life by participating in an enjoyable and rewarding volunteer experience.

—Elders fill a void resulting from a personal loss, e.g., death of a spouse.

ADVANCED ORGANIZER
Recruitment of Volunteers

TITLE: Volunteer Recruitment Procedures

PURPOSE: To motivate older adults to become volunteers.

OBJECTIVE: To recruit an adequate number of volunteers who possess the personal qualities, background and experience which satisfy the requests of teachers and enable them to be effective school volunteers.

TOTAL TIME: Approximately 2 months (for initial recruitment campaign)

OVERALL OBJECTIVES	SEQUENCE OF ACTIVITIES	RESOURCES TO CONTACT	PUBLICITY TOOLS	FACILITATORS
—To develop community awareness of the older volunteer program	1. Review teachers' need for volunteers.	• Media	• Brochures	Program Coordinator
—To enlist the support of community leaders in the recruitment of volunteers	2. Prepare a community resource file	• Senior Citizen Community	• Posters	Assistance provided by: School Board School District Personnel Parents Community Representatives Volunteers
—To motivate senior citizzens to participate in the program	3. Prepare publicity tools.	• General Community	• Flyers	
—To explain possible roles for volunteers	4. Schedule presentations to schools.	• Business/Corporate	• Audio-visual aids, e.g., slide show	
—To explain the time commitment and responsibilities of volunteers	5. Set date and place for Meeting I: Open House (see page 25)	• Local Government	• Films	
—To determine any constraints which would inhibit volunteer participation (e.g., lack of transportation)	6. Submit written information to the media, church bulletins & community newsletters.	• Religious Community	• Student Drawings and Invitations	
—To respond to questions and concerns about the program	7. Distribute flyers and posters	• School Community	• Promotional items: volunteer buttons, bumperstickers, bookmarks, calendars	
	8. Make presentations to groups			
	9. Contact individuals who have been referred to the program.	• Volunteer Clearinghouse Agencies	• Support letters	
	10. Compile a list of potential volunteers and notify them of the open house		• Newspaper articles	

PROCEDURES

The recruitment procedures are divided into two phases. The first phase consists of establishing a recruitment schedule, determining any previous experience with volunteer recruitment, establishing guidelines for volunteering and preparing materials for recruiting. The second phase is the direct outreach to the following groups in the community, media, senior citizen community, general community, business and corporate, local government, religious community, school and volunteer clearinghouses.

PHASE I

INVESTIGATE THE DISTRICT'S PREVIOUS EXPERIENCE WITH VOLUNTEER RECRUITMENT

Seek out information about any past school district experiences with volunteer recruitment. Learn from any negative experiences and expand upon successful approaches.

DEVELOP A SCHEDULE FOR RECRUITMENT ACTIVITIES

Once the requests of the teachers have been identified, recruitment can begin. When a program is just starting, it is helpful to coordinate a number of recruitment activities within a specified time period. For example, request presentations at a variety of organizational meetings, to be followed by publicizing the date of an open house at the school, in church bulletins, in newspapers, on posters and through public service announcements. Take into account the constraints of the school calendar. Avoid extensive outreach into the community during holiday seasons or during inclement weather conditions when the activity of older persons may be limited. Once publicity options are identified and presentations scheduled, two months are usually adequate to complete the initial recruitment strategy. If after various recruitment approaches have been tried and an inadequate number of volunteers have been recruited, begin the program with the volunteers who are ready rather than wait for additional volunteers to be recruited. Continue recruiting with the hope of involving additional volunteers at a later time.

DETERMINE GUIDELINES AND QUALIFICATIONS FOR VOLUNTEERS

Define the population to be involved in the older volunteer program before you begin recruitment. Determine if there are any existing guidelines for involving volunteers in the school. Consider the following factors and make appropriate decisions.

—Minimum age of older volunteers (e.g., 55 is often used; the largest number of volunteers tend to be in their 60s and 70s)

—School district residency requirements

—Appropriateness of involving retired teachers and aides as volunteers

—Degree of skill or experience required for different volunteer roles

—Personal qualities desired

—Minimum and maximum time for weekly involvement

PREPARE PUBLICITY MATERIALS

When developing materials for publicity, consider the following recommendations:

—Prepare bilingual editions where appropriate.

—Stress life experience as a valuable and relevant asset of volunteers.

—Give examples of volunteer activities.

—Diversify visual images by gender, race and activity.

—Avoid ageism and stereotyping in the graphics and text by depicting a variety of older persons and by writing about older persons with respect for their knowledge and experience.

—Use high contrast and easy to read type in printed materials.

PHASE II

INFORM THE MEDIA

—Send public service announcements to radio and television.

—Send press releases about the older volunteer program to local newspapers.

—Request feature stories about successful volunteer endeavors in local newspapers and magazines.

—Advertise the need for volunteers in the classified section of newspapers.

—Request writers of special community and senior citizen columns to include information about the program.

—Schedule appearances by volunteers, teachers and students on radio and television talk shows.

—Publicize the opportunities to visit the school during an open house and orientation sessions in local newspapers and on radio and cable television community events calendars.

NOTIFY THE SENIOR CITIZEN COMMUNITY

—Present the program to senior citizens groups: AARP (American Association of Retired Persons), golden age clubs, senior citizen centers, residences, nutrition sites, university life-long learning programs, retired professional organizations, e.g., National Retired Teachers' Association.

—Submit articles to newsletters of senior citizen organizations and centers.

—Develop an "Adopt-a-School" program with a local senior citizen group.

INFORM THE GENERAL COMMUNITY

—Present the program to various community organizations, e.g., community centers, block clubs, auxiliaries, chambers of commerce, service clubs, ethnic associations.

—Inform key community leaders and government officials of the program.

—Form a community advisory committee.

—Submit articles to community newsletters.

—Have a program display in public windows or an information table at community events, fairs, and election polls.

—Distribute fliers door-to-door in the school community.

—Distribute posters and brochures throughout the community in business areas, public buildings, professional offices and hairdressing salons.

—Display posters advertising about the program in public transportation vehicles.

INFORM BUSINESS/CORPORATE SECTOR

—Mail program information to union and company retirees lists.

—Present the program at pre-retirement seminars.

—Present the program to retiree organizations and chambers of commerce.

—Develop a partnership program for company employees and retirees.

—Set up information tables in department stores and malls.

CONTACT THE LOCAL GOVERNMENT

—Request support for the program from the local government.

—Submit program information to government publications and public bulletin boards.

—Present the program at pre-retirement seminars.

—Mail program information to government retirees.

—Present the program to public retiree organizations.

—Set up an information table in city hall.

NOTIFY THE RELIGIOUS COMMUNITY

—Present the program to clergy groups, religious organizations and elders meetings

—Submit articles to church and synagogue bulletins and newsletters.

—Send informational letters to clergy.

—Display posters on bulletin boards.

—Establish an "Adopt-a-School" program between a religious group and neighborhood school.

INFORM THE SCHOOL

—Publish articles in school and school district newsletters.

—Present program to parent-teacher organizations and enlist their support.

—Send letters to parents requesting them to tell friends and relatives about the program.

—Make preparations for an open house to occur after community outreach activities have been completed.

—Hold a Grandparents' Day, or Older Friends' Day at the school. Include publicity about the volunteer program at the event.

—Develop a slide show about the school and the volunteer program to use in recruitment presentations.

—Develop school bulletin boards which show active volunteers and present the need for additional volunteers.

—Involve administrators, teachers, volunteer coordinator, and students in public speaking activities.

CONTACT VOLUNTEER CLEARINGHOUSE AGENCIES

—Contact the local office of Retired Senior Volunteer Program (RSVP) for information and volunteer referrals.

—Visit a local volunteer center or volunteer bureau for information and volunteer referrals.

TRAINING

RATIONALE

Why bother going through the training process? Why not simply place volunteers in the classes? These are valid questions as a system considers the working time that is to be allocated as part of the implementation process of the new program. The answers, however, justify the effort and time being scheduled for this component of the program.

Volunteers, teachers, and aides must completely understand the intergenerational program if it is to have optimal impact upon the student. Teachers and volunteers need to learn about each other's skills and interests, their roles in the classroom, the skills necessary to make their teaming effective, classroom procedures that enhance the success of the program and some projected outcomes. This information, which is necessary for teachers and volunteers to have, is learned at the workshops before the classroom intergenerational teaming begins. When classroom teaming begins, therefore, the "team" is ready.

The Intergenerational Volunteer Program for Special Education is based upon a model which was developed and field-tested by Generations Together of the University of Pittsburgh. It was found that the volunteer experience was greatly enhanced as a result of their participation in these important training meetings.

Therefore, through training, you can anticipate that the senior citizens will know what to expect, who the youngsters are, who the teachers are and what the school is like. The teachers will also have a comprehensive grasp of the program objectives.

What follows is a description of the training procedures to be implemented by trainers in order to achieve the program's overall goal: *To assist teachers and senior citizen volunteers in developing skills, knowledge and attitudes necessary to implement a successful intergenerational volunteer program in Special Education.*

HOW TO PREPARE

As with any workshop, the trainer should be thoroughly prepared ahead of time. The following activities provide milestones for preparation:

—Read the entire training section.

—Become familiar with handouts and transparencies in advance.

—Prepare handouts in advance of each meeting and assemble in packets.

—Block out sufficient time for each agenda item (including breaks).

—Allow plenty of time for communication and questions and concerns.

—Schedule adequate meeting space.

—Arrange for teacher/aide release time.

—Arrange for necessary audio-visual equipment.

—Prepare a "Ready for Anything" Kit (extension cords, blank transparencies, adaptor plug, extra bulbs, name tags, scotch tape, markers, chalk, etc.)

—Consider serving refreshments.

THE TRAINING MEETING PACKETS

The training sequence includes five separate meetings. The description for each meeting includes an advanced organizer, an annotated agenda and related handouts and transparencies. The advanced organizers contain the meeting number, the title, the workshop goal and related objectives, corresponding agenda items, time, materials, participants and presenters or facilitators. These are to be used as a guide for the coordinator to prepare, organize and implement the five meetings. The annotated agenda includes an elaboration of the agenda items. The handouts and transparencies are numbered to correspond to the appropriate training meeting. Unless otherwise indicated, the program coordinator is responsible for the preparation and implementation of these training meetings.

ADVANCED ORGANIZER
Meeting #1

TITLE: Open House for Community

PURPOSE: To secure community support and motivate prospective volunteers

OUTCOME: The participants will gain a perspective of the local education agency, the Special Education Program, the students and the possibility of volunteer involvement.

TOTAL TIME: Maximum 2 hours

OBJECTIVE	AGENDA	SUGGESTED TIME (in minutes)	MATERIALS AND EQUIPMENT	PARTICIPANT	FACILITATORS
To welcome senior citizens	1. Welcome & Introduction	10	Name tags, refreshments, attendance	Prospective Volunteers and members of the community	Building Principal Program Coordinator
To present information about the volunteer program	2. Rationale of Intergenerational Program	10			
To orient the senior citizen to the school and its educational programs	3. Description of the School and its Program Offerings	10	Written program description, flyers, pamphlets, annual reports, school calendar (if available)		
To present an overview of the student population	4. Overview of Categories of Exceptionalities Served	15	Slides, video tapes written materials, films on exceptionalities		
To address questions and concerns of prospective senior volunteers	5. School Tour	15			
To explain the role of the volunteer	6. Questions & Concerns	15			
To describe the benefits of the program to students, teachers and volunteers	7. Volunteer Role	15			
	8. Benefits of the Program	10	See Benefits of The Program p. 3		
	9. Overview of the Training Schedule	5			
	10. Sign-up for Training	15	Sign-Up Sheet		

ANNOTATED AGENDA

Meeting #1
SCHOOL OPEN HOUSE TO SECURE COMMUNITY SUPPORT

1. Welcome and Introductions
Provide a warm welcome and friendly atmosphere. This welcome is generally provided by the school principal. Remember, this may be the senior citizens' first contact with special education students in a school setting. Pass an attendance sheet around.

2. Rationale of Intergenerational Program
Highlight increased intergenerational exchange, rich experiences and numerous skills that seniors bring to the classroom, more support to students, a stronger bond between the school and community and the "special" relationship existing between the handicapped child and the senior citizen volunteer.

3. Description of the School and its Program Offerings
Present student information (age range, grades, number of students) and type of special education programs (Resource Rooms, Self-Contained Classes) offered at the school.

4. Overview of Categories of Exceptionalities Served
Present a *brief* overview of the categories of students served; e.g., Learning Disabled, Socially and Emotionally Disturbed, Educable Mentally Retarded, etc., and the classrooms for which volunteers are needed. The in-depth workshop on the handicapped occurs in Meeting #3. However, the presenter should mention the ages of the students, the class size and other general information items. A slide presentation focusing upon the characteristics of the handicapped is recommended if the prospective children appear moderately or severely handicapped.

5. School Tour
Conduct a tour of the school to introduce the volunteers to the building, the classroom and the special students.

6. Questions and Concerns
Conduct a discussion generated around the volunteers' observation and the information they received.

7. Volunteer Role
Describe the volunteer role including: frequency of involvement, types of activities, and possible use of the volunteer's skills and hobbies.

8. Benefits of the Program
Emphasize benefits for the special student, teacher and aide, volunteers and the school in general. (See Benefits of The Program p. 3)

9. Overview of the Training Schedule
Present the purpose and schedule of forthcoming training meetings. Also, present the overall follow-up activities for the year.

10. Sign-Up for Training
Have participants indicate their interest in participating in the program on a sign-up sheet. Follow-up on those who did not indicate an interest.

ADVANCED ORGANIZER
Meeting #2

TITLE: Overview for Teachers

PURPOSE: To familiarize teachers with the Intergenerational Volunteer Program

OUTCOME: Teachers will be prepared for effective involvement in the older volunteer program.

TOTAL TIME: 2 hours

OBJECTIVE	AGENDA	SUGGESTED TIME (in minutes)	MATERIALS AND EQUIPMENT	PARTICIPANT	FACILITATORS
To explain the purpose of the program and the plan for implementation.	1. Welcome & Introduction	7	Name tags Refreshments	Teachers	Program Coordinator
To gain an understanding of personal attitudes toward aging and older people.	2. Review of the objectives and agenda for their meeting		List of activities and dates	Teacher Aides (if possible)	
To become sensitive to the possible expectations and concerns of volunteers in special education.	3. Review of the history, goals and sequence of program	5			
To assess perceptions of previous experiences involving volunteers in the classroom.	4. Description of the roles and responsibilities of the program staff	3			
To develop ideas for possible volunteer activities.	5. Reflections of experiences with older people	15			
To define the teachers' role in the program and their responsibilities to the volunteers.	6. Viewing of film "Old Is"	15	Film "Old Is" 16 mm projector screen, extension cord		
	7. Discussion of teachers' early experiences in special education	5			
To respond to questions and address concerns To identify a teacher liaison.	8. Discussion of teachers' previous experiences with school volunteers and possible volunteer roles	20	Chalkboard, chalk, eraser		
To prepare for classroom observations by volunteers To involve teachers in planning meetings #4 & 5.	9. Classification of the teachers' and teacher aides' role in the Intergenerational program	25	Handout 2.1: Role Play Handout 2.2: Working Effectively with Volunteers		
	10. Discussion of teachers' questions & concerns	10		Teacher and Teacher aides etc.	Program Coordinator
To obtain data on the teachers' background and expectations about the volunteer program	11. Planning for classroom observations by the volunteers.	5	Form 2.1 Teacher Schedule for Volunteers' Classroom Observations		
	12. Request for teachers' involvement in meeting #4	2			
	13. Identification of Teacher Liaison. Completion of Teacher Entry Questionaire	3	Handout E.1 Teacher Entry Questionaire (see Evaluation Section), pp. 72		
	14. Planning for meeting #5				
	15. Distribution of Teacher Entry Questionnaire				

ROLE PLAY SCRIPT

MRS. SPECIALNEED:

(Looks at Mrs. Icare.) Come in, come in! Of course you can help. You're a darling. Will you go help George, Susan and Jack with their reading? I've got to work with the other children. (She turns away, busy with what she's doing.)

MRS. ICARE:

(Goes to group of three imaginary children.) Hello, children, my name is Mrs. Icare. Now just where are your reading books? (Says to first child.) You're not reading, you're working on spelling? (To second child.) You're not spelling, you're working on short vowels? (To third child.) You're not working on short vowels, you're doing math? Oh. Well, if I can just find some paper and the right books...and a pencil...maybe I can help each of you. Now let's see, what is a soft sound? Oh dear! Oh, yes...well...let's see if there's a place where we can look that up. (Hunts for books.) Now, now. I don't think we should put that chair on top of the table. Not on his head, either, honey. Boys, boys! Don't poke each other! Here, children, let's all do spelling. We'll try these words. Homonym? What's a homonym? Thats a good question. (Laughs somewhat desperately.) Oh dear, it's getting hot in here. I think I'll open the windows. (Does so.) There now,—oh! The children are gone! Well, here's a group. Maybe I can help them. Do you have any questions that I can help you with? No? Well, in that case maybe I'll just go and close the windows. (She looks bewildered, harried and dejected.)

MRS. SPECIALNEED:

Oh, Mrs. Icare, it's recess time now. I have to talk to another teacher about the students IEP's, but do please come back again. You were so great. I'm so happy to have had you here today to help me and I know the children appreciated it, too.

WORKING EFFECTIVELY WITH VOLUNTEERS

Consider the following:

A. UNDERSTANDING THE VOLUNTEER'S BACKGROUND

1. Become familiar with the volunteer's previous experience and educational background with students.
2. Become familiar with the extent of the volunteer's knowledge of the community.
3. Be aware that school is a new environment in the volunteer's current experience.
4. The volunteer may be hesitant to ask questions and/or raise concerns.
5. Be aware that the volunteer's primary motivation is an interest in and concern for students.
6. Accept the volunteer's non-judgmental attitude and the lack of a hidden agenda.

B. PROVIDING FOR THE VOLUNTEER'S ENVIRONMENTAL COMFORTS

1. Verify that the volunteer is aware of the location of necessary rooms in the building.
2. Provide the volunteer with information related to the daily schedule and the school year calendar.
3. Provide space for the volunteer to put personal belongings (e.g. coat, purse)
4. Inform the volunteer of where she/he may eat lunch.
5. Provide a space for the volunteer to take a break.
6. Provide a space for the volunteer in the classroom.
7. Establish a procedure for the volunteer to inform the teacher if she/he is not able to volunteer at a scheduled time.
8. Decide whether the volunteer is to come when there is a substitute teacher and inform the volunteer of this decision.
9. Plan ahead and inform volunteer of any schedule changes due to, e.g., testing. Always explain the purpose for the change.
10. Exchange phone numbers with the volunteer.
11. Inform the volunteer of the fire drill procedure.

C. INVOLVING THE VOLUNTEER IN THE CLASSROOM

1. Plan for appropriate introduction of the volunteer to the students.
2. Inform the volunteer of the total classroom curriculum.
3. Provide a consistent time to plan and prepare activities for the volunteer.
4. Clearly define the tasks the volunteer is to do and provide a variety of activities.
5. Provide a consistent time to discuss the volunteer's involvement, share experiences, respond to concerns and give feedback.
6. Provide direct support to the volunteer in the students' presence.
7. Let the volunteer know you recognize her/his contribution.
8. Note the area in which the volunteer needs to develop in order to be more effective in the classroom and provide this input when follow-up activities are being planned.

Teachers Schedule for Volunteers' Classroom Observations

Teacher's Name:

Room #:

Subject/grade designation

MONDAY **Date:**

Time: Time: Time:
Volunteer(s): Volunteer(s): Volunteer(s):

TUESDAY **Date:**

Time: Time: Time:
Volunteer(s): Volunteer(s): Volunteer(s):

WEDNESDAY **Date:**

Time: Time: Time:
Volunteer(s): Volunteer(s): Volunteer(s):

THURSDAY **Date:**

Time: Time: Time:
Volunteer(s): Volunteer(s): Volunteer(s):

FRIDAY **Date:**

Time: Time: Time:
Volunteer(s): Volunteer(s): Volunteer(s):

ADVANCED ORGANIZER
Meeting #3

TITLE: Presentation to Volunteers

PURPOSE: To describe the nature and needs of special students and review procedures for volunteers

OUTCOME: The volunteer will become familiar with the principles and practices of special education and school policies as they related to the volunteers' participation in the classroom

TOTAL TIME: 2½ - 3 Hours

OBJECTIVES	AGENDA	SUGGESTED TIME (In minutes)	MATERIALS AND EQUIPMENT	PARTICIPANTS	FACILITATORS
To increase the feelings of comfort about volunteer's participation in the program	1. Welcome & Introduction	10	Refreshments	Volunteers	Facilitators: Special Education Representative, Program Coordinator (or similar role)
	2. Review agenda for their meeting.	5	Annotated agenda		
To explore feelings and background related to disabled people and reasons for volunteering	3. Sharing of experiences among volunteers	20	Transparency 3.1—Questions for Discussion	Volunteers	Facilitator
To familiarize the volunteers with special students and the variety of handicapping conditions	4. Background of Special Education	10	Script 3.1—Background of Special Education		
To describe the needs and abilities of students related to their specific handicaps	5. Nature and needs of exceptional students	30	Transparency 3.2—Needs of All Children Script 3.2 Needs of Exceptional Children		
To familiarize the volunteers with common terms used in Special Education			Transparency 3.3—Important Facts About Exceptional Children Handout 3.1—List of Special Education Terms and abbreviations A/V materials about exceptional children (contact resource centers and agencies listed in Resource Section) projector, screen		
To familiarize the volunteers with the roles of different members of the Special Education team	6. Roles of various professionals in Special Education	10	Transparency 3.4—Your Team Members In The School	Special Education team	Facilitators or Representative
	7. Roles of the volunteer in Special Education	10	Handout 3.2—Questions Frequently Asked About Exceptional Children		
To express attitudes, concerns, and expectations related to volunteering					
To familiarize the volunteer with school routine				Principal & Volunteers	

To inform volunteers of their procedural responsibilities	8. School procedures and policies	15	School information items, School handbook, Calendar
	9. Guidelines for volunteers	15	Handout 3.3—Guidelines for Volunteers Handout 3.4—Classroom Tips
	10. Expectations & concerns	10	
	11. Training Schedule	5	
	12. Completion of Volunteer Entry Questionnaire	20	Handout E.2a—Volunteer Entry Questionnaire (Long Form) or Handout E.2b—Volunteer Entry Questionnaire (Short Form) (See Evaluation Section pp. 66)

ANNOTATED AGENDA

Meeting #3
Presentation to Volunteers

1. Welcome and Introduction
Welcome the volunteers and ask them to introduce themselves to the group. Introduce the facilitators and indicate location of coat rack and rest rooms, and discuss lunch arrangements (if appropriate). Explain that the primary purpose of the workshop is to familiarize the senior citizens with the handicapping conditions of the students with whom they will work and to provide a time for reviewing procedures, policies and guidelines for volunteering.

2. Review of objectives and agenda for this meeting
Refer to advanced organizer for meeting #3.

3. Sharing of Experiences Among Volunteers
Have volunteers introduce themselves and tell a little about their background. Ask volunteers to tell about any personal experiences with handicapped persons. Identify feelings the senior citizens have toward handicapped persons. Use Transparency 3.1: Questions for Discussion.

4. Background of Special Education
Summarize events leading to Public Law 94-142 and its impact on special education. See Script 3.1—Background of Special Education. Also include histories of the school and program for special education students.

5. Nature and Needs of Exceptional Students
Review and discuss the following sequence of items about the nature and needs of exceptional children.

a. Transparency 3.2—Needs of All Children

b. Script 3.2—Needs of Exceptional Children

c. Transparency 3.3—Important Facts About Exceptional Children

d. Handout 3.1—List of Special Education Terms and Abbreviations

Follow the review of the above items with audio-visual materials, e.g., slides of exceptional children in the school or commercially available ones (See materials bibliography)

6. Roles of Various Professionals in Special Education
Present an overview of the many people who have contact with special education students and how they work together as a team using Transparency 3.4—Your Team Members In The School.

7. Roles of the Volunteer in Special Education
Review Handout 3.2—Questions Frequently Asked About Exceptional Children.

Consider the following:

— Senior citizens learn best when a multi-sensory approach is used.

— Most will not be familiar with the many abbreviations used in special education.

— Because senior citizens may still be questioning if they can volunteer with special needs children, concrete examples of how they can contribute will lend reassurance.

— Provide additional information that senior citizens need about your special education students in your school.

8. School Procedures and Policies
Include information concerning liability insurance, TB test requirement, lunch procedures and use of school facilities, transportation arrangement etc. Distribute relevent school materials to clarify school procedures and policies.

9. Guidelines and Classroom Tips for Volunteers
Provide information about general suggestions for the volunteers using Handout 3.3—Guidelines for Volunteers and Handout 3.4—Classroom Tips.

10. Expectations and concerns
Discuss any additional expectations and concerns based on the information given at this meeting.

11. Training
Review the time of the next meeting for volunteers.

12. Completion of Entry Questionnaires
In order to obtain data on volunteers for program documentation and evaluation request each volunteer to complete Handout E.2a—Volunteer Entry Questionnaire (long form) or Handout E.2b—Volunteer Entry Questionnaire (short form) (See Evaluation Section p. 67)

QUESTIONS FOR DISCUSSION

Were any of your family handicapped?

Were any of your classmates handicapped?

Do you know or have you seen disabled people in your Neighborhood?

What have you seen on television, read or heard about handicaps?

NEEDS OF ALL CHILDREN

COMFORT AND CARING

INDEPENDENCE

JOY OF LEARNING

COMMUNICATION

RELATIONSHIPS

BACKGROUND OF SPECIAL EDUCATION

It was a long road to the important legislation of 1975, The Education of All Handicapped Children Act (P.L. 94-142).

For centuries, children, and particularly handicapped children were frequently maligned and mistreated. In this country, in the last century, people began to realize that people who were blind, deaf, or retarded would still learn, if they were carefully and systematically taught. Schools and institutions for disability groups were founded and became increasingly the responsibility of the state, rather than of charitable institutions. By the turn of the century, however, large isolated institutions were "warehousing" thousands of individuals for their life span, and often under reprehensible living conditions. At the same time, in public schoo' classes were begun for children with certain health problems and other exceptionalities. However, many disabled students were denied any schooling at all.

While the principles and practices of special education were refined and expanded throughout this century, often with great input from parent groups, it wasn't until after the civil rights movement that handicapped children were viewed as fully entitled to the same rights that have been won for other stigmatized groups.

By olating those who were different, society had deprived most people of interac ng with and knowing many disabled people who had much to give and contribute. Now handicapped and normal children and adults have found that they have a great deal to learn from each other, and much to share.

Now you, as volunteers, are a part of the mandated commitment to grant every handicapped child the right to a free and appropriate education, as stipulated in Public Law 94-142.

NEEDS OF EXCEPTIONAL CHILDREN

Handicapped children have the same needs as all children, but because of their situation, they probably will have to have more attention given to their needs in a more specialized way.

1. Comfort and Caring

Some children need help in positioning themselves, or to eat, or hold their heads up. Some just need a comfortable warm lap or friendly hug.

2. Independence

It would often be easier to do a simple thing *for* a child—but even if it takes longer or is done clumsily, a task mastered by the child is an important milestone toward independence.

3. Joy of Learning

Discovery, manipulation, exploration, building, singing, talking, writing, learning to know you, are exciting learning opportunities.

4. Communicating

Not just talking, but smiling, and guiding hands, patient listening, and a gentle touch are part of getting to know you.

5. Relationships

Handicapped children often don't get about as much as normal children. Your special friendship is often filling a void in their lives.

IMPORTANT FACTS ABOUT EXCEPTIONAL CHILDREN

—About 10% of all school aged children are significantly handicapped,

—Handicaps can be mental, emotional, physical, or sensory,

—A few children have severe and multiple handicaps,

—All handicapped children are now entitled to an appropriate education in the least restrictive environment as possible.

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LIST OF SPECIAL EDUCATION TERMS AND ABBREVIATIONS

EMH Educable Mentally Handicapped—Students who are mildly retarded but able to learn to read and write, but at a slower rate.

TMH Trainable Mentally Handicapped—Students who are moderately retarded but able to learn to identify letters and numbers and self-care skills.

SPMH Severely and Profoundly Mentally Handicapped—Students who are severely retarded and able to learn some self-care and social behavior.

PH Physically Handicapped—Students who have some physical handicap with a wide range of ability levels. Many require the use of a wheelchair or some other appliance.

LAP Learning and Adjustment Program—Students who have social or emotional difficulties in addition to their learning problems.

MH Multiply Handicapped—Students who have more than one handicap.

HI Hearing Impaired—Students who have difficulty hearing and receive language and auditory training.

IEP Individualized Education Program—A written statement for each student identifying the behavior and learning objectives and how they will be carried out and measured.

W.A.C. Work Activity Center—The Work Activity Center Program provides secondary age students additional opportunities for job readiness skills and social development. Learning experiences are provided that will enable each student to gain vocational assembly skills to more adequately function in the community.

PT Physical Therapy—A licensed physical therapist works with those children with physical handicaps. The physical therapist is concerned with positioning and movement of various parts of the child's body.

Your Team Members in the School

—Special Classroom teachers

—Adaptive physical education teachers

—Home economics (or home science) teacher

—Vocational education teacher

—Art or music teacher

—Mainstream classroom teachers

—Librarian

—Volunteers

—Parents, foster parents and guardians

—Administrator—Principals

—Psychologist—Psychiatrist

—Social worker

—Physical or occupational therapist

—Dietary staff

—Maintenance Staff

—Bus Drivers

QUESTIONS FREQUENTLY ASKED ABOUT EXCEPTIONAL CHILDREN

1. Why are these children handicapped?
   — Generally, disabilities are just a result of nature's experiments. Remember, nature's experiments are what has allowed us to be human. Such children are all part of nature's scheme.

   — Some disabilities are to an extent hereditary. Others are due to accidents, or to specific diseases of the pregnant mother or the child. Some problems are of completely unknown cause.

   — Some handicapping conditions occur before birth, others happen during the birth process, and others can occur at anytime throughout our lives.

2. Can I ever get used to children with distorted looks and bizarre behaviors?

   — Yes, most people find that it takes very little time before they respond to the real person "underneath the shell."

3. Is it wrong to voice my negative thoughts and feelings about my experiences with these children?

   — No, even normal children may elicit negative thoughts and feelings. It is healthy to work these through by acknowledging them, expressing them and asking questions. Remember, there are no stupid questions.

4. Am I wrong to admit I really don't work well with children with some kind of diabilities?

   — No, most people find that they are more effective working with one classification of children, rather than another.

   For example, some prefer work with preschool children, or adolescents. As a volunteer, it is your privilege to find the group that is most rewarding to you. Be sure you explore your options before you make a decision. Some kids may fool you!

5. Why are these children called exceptional children? Aren't exceptional children gifted children?

   — Exceptional means being out of the ordinary. Therefore, very gifted or intelligent children *are* exceptional, and so defined in the state of Pennsylvania. On the other hand, deviations from the average in what might be considered a negative direction are exceptionalities also. A *child* is not exceptional. A child may have certain *characteristics* which are exceptional.

6. If all exceptional children are supposed to be in the least restrictive environment, why aren't all of them mainstreamed in regular education?

   — Some children have very complicated, or severe, or multiple problems which preclude their full participation in regular education. It is a goal with even these children to increase their integration with mainstream school and society as they are able.

7. Should I worry about liability for myself or the children while I am working in the School?

— No, you have liability coverage from your school district.

GUIDELINES FOR VOLUNTEERS

1. Volunteer a *minimum of one* morning or one afternoon per week during the school year.

2. Come regularly at your scheduled time and always sign in at the office.

3. Pre-arrange any schedule changes due to, for example, a vacation, with the teacher whenever possible.

4. Call the school office in the morning when the school opens if there should be an emergency and you are not able to volunteer.

5. Listen to the radio to check for possible school district delays and closings due to poor weather conditions during the winter.

6. Become familiar with and honor the classroom procedures, curriculum, and approaches to disipline.

7. Respect the need for confidentiality as you become a part of the school.

8. Speak freely with the teacher about concerns, problems, or questions.

CLASSROOM TIPS

Things to remember about students

—All children can learn. Each child has special needs, disabilities, and abilities.

—At first some students may look strange to you but children are more alike than different.

— Students need positive reinforcement (your presence and attention are reinforcing. Undesirable behaviors, if ignored, often disappear.

— Special kids usually have a good sense of humor.

— Many exceptional students have speech problems and may be difficult to understand, particularly until you are used to them.

— Have patience; it may take longer for exceptional students to respond to you.

Your Professional Role

— Students profit from your particular interests and talents. You are a role model for the students.

— Feel free to share your needs, concerns and questions with the school team.

Special Techniques You Can Use

— Students profit from individual attention. Get students' attention before instruction begins. Eye to eye level makes for good communication.

—If a student can't do something, try another approach.

— Foster independence; do not do for this child anything the child can do for himself, even if it takes longer.

— Even very limited students should be treated as much like normal children as possible.

— Make use of as many senses (vision, hearing, touch, smell, taste) as possible. Use concrete real objects.

— Your tone and volume of voice as well as your body can convey information to a student.

— Use descriptive rather than judgmental language. Describe the behavior you like or mention something positive about what the student has done.

— Encourage the students' positive behavior and comment on their actions when you particularly like them.

Things to Guard Against

— Don't show pity for your students. They'll make their way much better if they are treated like other kids.

— You don't need to worry about your students "breaking." Except in very special cases that you'll be alerted to, your kids are sturdy.

— Don't use "baby talk."

—Don't talk about your students' diagnosis or family circumstances. Children and their families have a right to privacy.

—Don't give advise to parents. However they do like to know what you and their child are doing. The many professionals on the team will give them expert advice in their various field.

ADVANCED ORGANIZER
Meeting #4

TITLE: Exchange Between Teachers and Volunteers

PURPOSE: To share teachers' and volunteers' backgrounds and to describe classroom needs

OUTCOME: The participants wil become familiar with one another and the volunteers will become acquainted with the classroom environments.

TOTAL TIME: Maximum 2 Hours

OBJECTIVES	AGENDA	SUGGESTED TIME (in minutes)	MATERIALS AND EQUIPMENT	PARTICIPATORS	FACILITATORS
To acquaint volunteers, teachers and teacher aides (optional) with one with one another	1. Welcome & Introduction	5	Refreshments	Teachers, Volunteers, Teacher Aides	Program Coordinator, Principal or Other Trainer
	2. Reviewing objectives and agenda for the meeting	5	Annotated agenda		
To identify volunteers' experiences, skills and interests	3. Interviews between teachers & volunteers of classrooms	25	chalkboard, eraser, etc.		
To develop ideas for the role of volunteers	4. Overview of classrooms	30	chalkboards, eraser, etc.		
To prepare for classroom observations	5. Role of volunteer	20	Handout 4.1— Volunteer Activities In The Classroom		
	6. Preparation for classroom observations	15	Handout 4.2— Guidelines for Classroom Observation		
	7. Questions and concerns	15			
	8. Training schedule	5			
	9. Observation schedule		Form 2.1— Teachers' Schedule for Volunteer Classroom Observation (See Meeting #2 p. 33)		

ANNOTATED AGENDA

Meeting #4
Exchange Between Teachers and Volunteers

1. Welcome and Introduction
Welcome the participants and indicate that the purpose of the meeting is for participants to become familiar with each other and for volunteers to become acquainted with the classroom environments.

2. Reviewing Objectives and Agenda for meeting
Refer to advanced organizer for meeting #4.

3. Interviews between Teachers and Volunteers
In pairs have participants share their personal backgrounds and interests. Have each volunteer and each teacher introduce the person interviewed to the group and share two or three things learned. Make sure instructions indicate that both volunteers *and* teachers interview equally. Compile a list on paper or blackboard of volunteers' hobbies, travels, life experiences and special skills and interests.

4. Overview of Classrooms
Have teachers share their important information about their classes. This could include but not be limited to ages and handicaps of students, daily schedules, discipline procedures in the classroom and possible role of the volunteer in that classroom. Encourage volunteers to ask questions about the information presented.

5. Role of the Volunteer
Based upon the list of volunteers' experiences generated during the interviews, ask volunteers and teachers to generate a list of suggested activities and ways in which the volunteers' experiences may be directly relevent to the classroom. Using Handout 4.1—Volunteer Activities in the Classroom, provide examples of possible volunteer activities with students of different exceptionalities and in varying subject areas.

6. Preparation for Observation of the Classroom
Explain that volunteers will observe some of the classrooms in order to become more comfortable with the school and classroom environment while getting a feel for specific classes with students of different ages and exceptionalities. Mention that it also gives the volunteers a closer look at the teachers and their teaching styles. It should be stressed that this process helps both the volunteers and teachers to select the person with whom they would like to work. Review Handout 4.2—Guidelines for Classroom Observations to help structure the how and what of the observation.

7. Questions and Concerns
Take time to elicit questions from both volunteers and teachers about any topic discussed during this meeting. There will probably be concerns about specific roles of volunteers in the classrooms and their ability to perform such roles.

8. Training Schedule
Announce the time and date of Meeting #5. Encourage volunteers to observe classes and bring questions back to this meeting. Remind the teachers to bring

curriculum materials, books, audio-visual aids, manipulatives, games, teaching equipment, samples of students work, and special equipment to meeting #5. Allow time at the end of the meeting to informally generate ideas for Meeting #5.

9. Observation Schedule

At the end of this meeting schedule the volunteer observations. The volunteers will probably wish to visit classes where the type of child, age of child or personality of teacher interest them. Volunteers should try to visit three different classes. Distribute the number of volunteer observations evenly among all interested teachers. Make sure volunteers leave with their observation schedule in hand with a master schedule to all participating teachers and administrators. Refer to Form 2.1—Teachers' Schedule for Volunteer Classroom Observation, that was partially completed by the teachers, to organize the observation schedule.

VOLUNTEER ACTIVITIES IN THE CLASSROOM

INTRODUCTION

The tasks and duties of volunteers within special settings varies a great deal depending on the type of students with whom they work. Elementary students have somewhat different activities than middle school or high school students. Brighter students have different needs than average or slower students.

While in many ways handicapped students are the same as normal children in many ways, they often have different learning needs. Because of the use learning needs, the curriculum, books and materials may differ somewhat from instructional materials used in regular classes.

A small number of students have more severe problems. They may have physical disabilities which inhibit or limit their mobility. Some have very limited intelligence others may need a lot of individualized care because they cannot care for themselves.

VOLUNTEERING WITH EDUCABLE MENTALLY RETARDED, LEARNING DISABLED AND EMOTIONALLY DISTURBED

These three groups have a wide disparity of abilities and needs but most profit from a modified academic environment—they can learn to read, write, spell and complete math problems to some degree. The task of the volunteer is to assist the student in the *practicing* of the task not the introductory *teaching*. The following examples of classroom activities may clarify the volunteer's role:

LANGUAGE ARTS

— Read *with* the children, not just to them. Welcome interruption as it is important to remember that the students' questions signal that they are really listening.

— Ask the children to read to you. Encourage them to "practice" by themselves before they read aloud.

— Help students develop their writing skills. The beginning of good writing is good talk. Share interests and experiences with the student before writing.

— Encourage the student to answer homework questions in complete sentences.

— Praise the students' efforts at writing. Don't be overly critical of spelling, punctuation or grammatical errors.

— Encourage students to proofread what they have written. Reading aloud enables children to hear mistakes and correct them.

— Review spelling words.

— Develop games and manipulatives to assist with learning.

MATH

— Math has its own very special language and vocabulary. Make sure the students recognize the symbols and understand the words you are using.

— Check to see if the students can read and interpret math sentences consisting of numbers and symbols.

— Use everyday situations to reinforce math concepts, such as size, shape or counting.

— Word problems need to be translated into math sentences using numbers and symbols. It is important that the students identify *what* the problem is asking and then decide what procedure (add, subtract, etc.)

— Handwriting is a key factor for success in mathematics. Accurate formation of letters, numbers and symbols is necessary for determining whether an answer is correct or not.

— Problems involving columns of numbers must be written carefully.

SOCIAL STUDIES

— Collect news clippings to stimulate classroom discussion.

— Tell about local historical events.

— Participate in discussions about current events.

SCIENCE

— Assist with the use of laboratory equipment.

— Plant flower seeds.

— Review vocabulary words.

SPECIAL SUBJECTS

— Assist in art, music, gym, library, home economics, industrial arts, food service, auto mechanics, auto body, warehousing and consumer education and work activity centers.

SOCIAL

— Have conversations with students and listen to them.

— Provide friendship and companionship.

— Provide support and encouragement.

— Help to create a supportive environment.

— Help students to gain an understanding of the aging process.

— Help students to gain an understanding or appropriate classroom behavior as outlined by teacher.

— Assist with social activities such as square dancing, field trips and school dances or activities.

— Help prepare assembly programs.

GENERAL CLASSROOM IDEAS

— Tape record texts for more able learners to assist in completing assignments.

— Prepare tactile materials for visually impaired students by using large print typewriters.

— Help students who were absent to make up missed work.

— Discuss attitudes, feelings and emotions under the supervision of the teacher.

— Share information about local history.

VOLUNTEERING WITH TRAINABLE AND SEVERELY HANDICAPPED STUDENTS

SELF-CARE SKILLS

— Assist less able students with buttoning, zipping and unzipping

— Assist with grooming skills

— Assist with brushing teeth

— Assist very handicapped students with eating skills such as cutting, spearing, etc.

— Assist very handicapped students through various stimulations such as singing, talking with them and holding their hands, reading a story, etc.

FINE AND GROSS MOTOR AND MOBILITY SKILLS

— Assist with fine motor activities

— Assist with gross motor activities.

— Assist with mobility by leading student, following student and providing mobility cues.

— Assist with wheelchair activities.

— Assist with scooterboard activities.

— Assist with gross motor activities in the classroom and the gymnasium.

— Assist teacher and aide with ambulatory students as they travel to various activities such as art, music, cafeteria, from and to buses.

SPECIAL AREAS OF CURRICULUM

— Provide one-to-one help in art classes

— Provide assistance to home economics teacher

— Reinforce specific math skills with older students (counting money and making change.)

— Assist with dexterity tests

— Provide specific directions in workshop setting and timed various performance tasks.

— Provide motivation for students by spending time with them upon their successful completion of assigned tasks.

GUIDELINES FOR CLASSROOM OBSERVATION

SOME THINGS TO NOTICE WHILE YOU OBSERVE

1. What are the students doing?
2. Are they working together as a whole class, in small groups or individually?
3. What kinds of materials are they using?
4. Are they interacting with each other as they work, or is this a quiet time?
5. What is the teacher doing?
6. Is she/he working with the whole class, small group or individuals?
7. How is the room arranged?
8. Do you see any materials or equipment you would like to look at more closely?
9. If you talked with some of the students, what did they say to you?
10. What are some of the similarities and differences in the characteristics of the students in the classrooms you visited?

SOME WAYS OF OBSERVING

The way in which you observe will depend on what the class is doing and what the teacher feels is appropriate at the time. She/he will let you know what to do when you come into the room. You may be able to observe in more than one way as class activities change.

1. Watch the class from one location, usually seated.
2. Go from group to group and watch what each group is doing.
3. Move among the individual students as they work.
4. Communicate to the groups or individuals about that they are doing. Students enjoy visitors.
5. Talk to the students about their work.
6. If the teacher is available, talk to her or him about what you are seeing. Feel free to ask questions.
7. Note your questions, observations and concerns to discuss at the next Orientation and Training Workshop.

ADVANCED ORGANIZER
Meeting #5

TITLE: Matching Teachers and Volunteers

PURPOSE: To explore options for the role of volunteers in a classroom

OUTCOME: Compatible Teacher-Volunteer pairs will be created

TOTAL TIME: 2 Hours

OBJECTIVES	AGENDA	SUGGESTED TIME (in minutes)	MATERIALS AND EQUIPMENT	PARTICIPANTS	FACILITATORS
To share volunteers' observation experiences	1. Welcome & Introduction	5		Teachers & Volunteers	Program Coordinator/ Principal or Other Trainer
	2. Reviewing objectives and agenda for meetings	5	Annotated agenda		
To explore and become familiar with classroom tests, workbooks, A-V materials and special equipment	3. Discussion of volunteers' observations	20			
	4. Teaching materials and equipment	45	Examples of curriculum materials & special equipment		
To demonstrate the use of special apparatus used by students	5. Interaction between student-volunteer	20	Handout 5.1— Effective Ways To Work With Students		
To define appropriate volunteer response to student behavior	6. Role of the teacher liaison and volunteer liaison	10			
	7. The Volunteer-Teacher Matching Process	10	Handout 5.2a— Sample Placement Form (Teachers) Handout 5.2b— Sample Placement Form (Volunteers)		
To explain the role of the teacher liaison To establish volunteer/teacher pairs and to develop a schedule for classroom participants To review program activities and schedules for the remainder of the year	8. Follow-Up activities for the coming year	5			

ANNOTATED AGENDA

Meeting #5
MATCHING TEACHERS AND VOLUNTEERS

1. Welcome and Introduction
Welcome the participants and explain that the outcome of the meeting will be to create compatible teacher-volunteer pairs.

2. Reviewing Objectives and Agenda for Meetings
Refer to advanced organizer

3. Discussion of Volunteers' Observations
Debrief in a large group session eliciting questions and concerns about the observations. This is a good opportunity to review the nature and characteristics of handicapped students. General classroom management techniques such as individualization and grouping may also be discussed. In certain circumstances a volunteer may have interacted directly with a student. Encourage them to share the experiences and discuss the child. Stress the importance of *confidentiality* about the student throughout the meeting.

4. Teaching Materials and Equipment
Have teachers prepare and present materials to the group. They should explain the purpose of the various materials and how they are used with students. If feasible the teachers should also demonstrate how the materials are implemented in the classroom. Questions from volunteers should be encouraged.

5. Interaction between Students and Volunteers
Using Handout 5.1—Effective Ways to Work With Students, have each teacher pick out one point and elaborate on it based on classroom experience. As before, questions from the volunteers should be encouraged.

6. Role of the Teacher Liaison and Volunteer Liaison
Establish the role of the teacher liaison. This voluntary position is viewed as being essential for the maintenance and continuance of the volunteer program. Explain that this person keeps the lines of communication open among all participants and is aware of program activities. Indicate that the liaison will assist in new recruitment, in scheduling and planning meetings and in gathering information on the status of the volunteers in your school.

Explain that a volunteer liaison will be identified at a later date. The volunteer liaison has two important roles. One is to communicate the general needs and concerns of the senior citizen volunteers to the teacher and the other is to help foster a feeling of "groupness" amoung the volunteers. The success of the program depends upon effective teams of teachers and senior citizen volunteers and the creation of a sense of belonging to the school. It is therefore important to have a person who is the link to the volunteer, who as a peer of the volunteer, can provide support and encouragement and can create a feeling of community.

7. The Volunteer-Teacher Matching Process
This is the culminating activity in which both teacher and volunteer preferences for placement are stated and taken into account. Ask both teachers and volunteers to state their preferences along with preferred days of the week and time of day on placement forms. (See Handout 5.2a—Sample Placement Form: Teachers and Handout 5.2b—Sample Placement Form: Volunteers.) It is suggested that a minimum of

one-half to a maximum of three half-days per week be spent in volunteering. Experience has shown that volunteer and teacher requested matches are generally mutual. The requests should be accomodated if at all possible. If, however, their time preferences do not match, ask if the teacher or volunteer is flexible so the preference can be honored. Some senior citizens who volunteer are usually very busy persons and may have limited time to give. Schedule them first and then schedule the more flexible volunteers around them.

Lack of adequate transportation is often a deterrent to volunteering. Car pools may be set up and this would again require adjustments to scheduling and perhaps even block scheduling. A surplus of volunteers creates a pleasant problem of scheduling. It is quite possible that one or more teachers will work with more than one volunteer. There may also arise the situation of not enough volunteers for the number of teachers who have requested help. The volunteers should be approached with the possibility of giving more time by working with more than one teacher.

The completed schedule should then be given to the principal who will forward it to the teachers. It is their responsibility to call the volunteer so as to set up the first day of volunteering.

8. Follow-Up Activities for the Coming Year
Follow-up activities will be held, at which volunteers and teachers will have the opportunity to share information and experiences, express concerns, and develop new skills.

EFFECTIVE WAYS TO WORK WITH STUDENTS

1. Be warm and friendly.
Learn the students' names. Show interest in what they do and tell you—you are a very important listener!

2. Encourage students to be independent.
Give students plenty of time to respond on their own.

3. Admit when you don't know an answer.
We can't know everything all the time! Feel free to ask the students or teacher for help whenever you need it.

4. Be positive with students.
Use tact and positive comments. Seek something worthy of a compliment, especially when a student is having difficulty.

5. Accept a student just as he or she is.
You are not responsible for evaluating a student's abilities, progress, or behavior. Be as non-judgmental as possible.

6. Let students "talk out" problems.
If a student is upset, you need not solve the problem, however, by listening and talking you let the student know you care.

7. Support and respect the existing classroom structure.
Be consistent with the teacher's rules for classroom behavior, schedule and overall atmosphere.

8. Honor confidentiality.
Regard information as confidential that might be revealed to you about a student by the student or teacher.

If parents and friends ask about your volunteer experience, feel free to tell them that you enjoy working with the students. Discuss activities you engage in without passing judgment—or talking about specific students or teachers.

9. Keep your commitment.
Students look forward to your coming. If you know you will be gone tell them in advance. Keep all your promises—students never forget!

SAMPLE PLACEMENT FORM—TEACHERS

Name _____ Date _____

1. How often would you like a volunteer per week? **NUMBER**

_____ Mornings

_____ Afternoons

_____ Full Days

2. Please check what days and times are possible for a volunteer to work with you. Please star any time you prefer, if you have a preference.

Days	AM	PM
_____ Monday	_____	_____
_____ Tuesday	_____	_____
_____ Wednesday	_____	_____
_____ Thursday	_____	_____
_____ Friday	_____	_____

3. Please check if you would be willing to work with any volunteer. _____

4. Please check the volunteer(s) with whom you would be interested in working. Please star a strong preference, (if any)

_____ _____

_____ _____

_____ _____

_____ _____

SAMPLE PLACEMENT FORM—VOLUNTEERS

Name _____ Date _____

1. How often would you like to volunteer each week?

   _____ 1/2 day _____ 1 day _____ 1-1/2 days _____ 2 days

   _____ other (specify). _____

2. Please check the times you have available. Please star any times you prefer, if you have a preference.

Days	AM	PM
_____ Monday	_____	_____
_____ Tuesday	_____	_____
_____ Wednesday	_____	_____
_____ Thursday	_____	_____
_____ Friday	_____	_____

3. Please check if you would be willing to volunteer any place you are needed. _____

4. Please check the teacher(s) with whom you would be interested in volunteering.
   Please star a strong preference (if any).

Classrooms	Teachers
_____ Primary	_____
_____ Intermediate	_____
_____ Secondary	_____
_____ Vocational Education	_____
_____ Art	_____
_____ Music	_____
_____ Library	_____

5. If you have any grandchildren attending the school, please indicate his or her classroom. _____

MAINTENANCE OF PROGRAM

INTRODUCTION

In order to maintain an effective, on-going program, it is essential to conduct follow-up activities as part of the implementation process. Through their involvement in a variety of activities, the volunteer and teacher participants will become a cohesive group that can discuss concerns and share program experiences and make recommendations to improve the program. Volunteers and teachers will also have an opportunity to suggest and develop new roles for the volunteers which will further the goals of the program. Specific meetings may be held in which teachers and other school resource people keep volunteers informed of curriculum changes and new materials that are available in the classroom. Additionally at these workshops teachers can work with the volunteers to expand their classroom skills. Follow-up activities may also include social activities and recognition of the contributions of the participants. All of these activities will enhance communication between the coordinator and the participants. By keeping in contact with the participants after volunteer placements are made, the coordinator becomes aware of the impact of the program and can develop possible ways to strengthen and expand it.

The following advanced organizer presents an overview of the objectives and possible activities for program maintenance, including volunteer recognition. Specific suggestions for the recognition of volunteers are provided on Handout M.1—Recognition of Volunteers.

RECOGNITION OF VOLUNTEERS

Volunteers are motivated to continue participation when their services are recognized by the school administrators, teachers and students. Recognition may take several forms. It can be in informal daily support such as a smile or a friendly conversation, or a more formal appreciation for the contributions of the volunteers. Formal recognition may include the awarding of a certificate or the scheduling of a special recognition event. The combination of these two types of recognition are essential to maintain the commitment of the volunteers to the program.

The following suggestions represent recognition ideas which have been found to be feasible and meaningful to the volunteers.

RECOGNITION THROUGH CONTINUAL APPRECIATION AND SUPPORT

— Say thank you for the volunteers' efforts

— Send cards or letters on special occasions or if volunteers are ill

— Prepare interesting and challenging activities for the volunteer

— Present a certificate to volunteers

— Prepare a bulletin board in the school or community honoring senior citizen school volunteers

— Provide a place for the volunteers to meet and relax and have lunch when they volunteer

— Have name tags to identify the volunteers in the school

— Provide time to communicate with the volunteers and provide feedback

— Designate a place for volunteers to place their belongings

— Make provisions for volunteers' lunch, parking and transportation

— Designate a mail box for volunteers in the main office so they can receive school information and messages

SPECIAL RECOGNITION ACTIVITIES

— Give volunteers free tickets to school sports and cultural events

— Present each volunteer with a token of appreciation e.g., a plant

— Send a letter of appreciation from the students, teachers and principal

— Designate a special "volunteer" week or highlight the volunteers' contributions during national education or volunteer week

— Give each volunteer a picture of the students

— Submit names of volunteers for community service awards

— Recognize volunteers at School Board Meetings or parent-teacher group meetings

— Feature an article about the volunteers in a school newsletter or neighborhood newspaper

— Plan a fair to share the volunteers' hobbies and special interests

— Place a card in newly purchased library books in honor of the volunteers

— Plant a tree on school grounds in honor of the volunteers

— Have a covered dish lunch for volunteers and teachers hosted by the teachers

— Hold a recognition dinner featuring a special guest speaker

INTRODUCTION

An integral component in the development of any program is its evaluation. Evaluation is the process of systematically collecting demographic, program and impact data related to a program. The evaluation component will provide information on program strengths, recommendations for changes and descriptions of the outcomes. When carefully planned, a thorough evaluation can make a significant contribution to the success of the program. Evaluations are generally included as part of the progam's final report that is prepared for a Board of Directors or a funding source. For the Intergenerational Volunteer Program in Special Education, the program coordinator is responsible for directing the evaluation procedures and preparing the final report.

The following outline describes the procedures for a comprehensive written evaluation of a program involving older volunteers in special education settings.

PURPOSE (WHY EVALUATE)

Begin the evaluation procedure by clarifying the purpose(s) it is to serve. The purposes of the evaluation determine which procedures are appropriate for each program's evaluation. The purposes for evaluating the program may include:

— determining the degree to which the goals and objectives of the program are being realized

— identifying the strengths and weakness of the program procedures

— measuring the effectiveness of the program

— assessing the impact of the program on the participants

— building support for the program

— planning for future directions of the program

— providing information for program replication

INFORMATION NEEDED (WHAT TO EVALUATE)

Once the purposes of the evaluation have been identified, it is necessary to determine the information that will be needed to achieve these purposes. The information gathered for program evaluation may be divided into three catagories: demographic, program, and impact data.

DEMOGRAPHIC DATA—Information gathered to describe the program participants may include:

Volunteers—age, sex, work experience, educational background, physical limitations, previous experience with children or adults with special needs, reason for wanting to participate in the program

Teachers—levels and exceptionalities taught, number of years teaching special education, previous experience with volunteers, reason for wanting to participate in the program

Students—age, special education category

PROGRAM DATA—Information gathered to describe the program's implementation may include:

Volunteers

- number of volunteers in the program
- number of training hours volunteers received
- number of hours of volunteering weekly or monthly for each volunteer
- typical activities performed by volunteers
- typical materials used by volunteers
- volunteer skills and interests used in the classroom
- retention rate of volunteers

Teachers

- number of teachers in the program
- number of training hours teachers received
- number of weekly teacher planning hours needed to prepare for the volunteer

Students

- number of students served in the program by category and age level

IMPACT DATA—Information gathered to describe the impact of the program on the participants may include:

Volunteers

- feelings of satisfaction with life and self worth
- acquisition of new skills
- effect on existing relationships
- development of new relationships
- effect on physical health

— their role in the community

— attitudes toward schools and special education

Teachers

— ability to meet the needs of their students

— quality of the classroom climate

— managment of the classroom

— ability to provide additional enrichment or supportive activities

— new insights into children's growth and behavior

— attitudes toward older persons

— effect of the intergenerational experience on children's growth, life skills, cognition, self management and socialization

Students

— growth in life skills

— growth in academic areas

— growth in socialization skills

FORMS FOR COLLECTING INFORMATION (HOW TO EVALUATE)

The forms used for collecting information to evaluate the program vary since different types of information are needed. The following is a list of the types of information collected to evaluate the intergenerational volunteer program, the forms needed to collect this information and the sources from which the information will be gathered. Samples of the evaluation forms are included at the end of this section.

Types of Information	Forms	Sources
Demographic	Entry questionnaires	Teachers/Volunteers
Program	Volunteer Time Sheets	Volunteers
Impact	Year End Questionnaires	Teacher/Volunteer

In using these forms or designing alternative forms for collecting information, consider the language, length of time needed to complete the form and the experiences of the persons providing the information.

OUTCOMES (WHAT IS LEARNED FROM EVALUATION)

The information gathered from the evaluation may be presented to program administrators, participants and funders to reflect the program's overall worth and recommendations for the future. The evaluation can suggest a program's direction by highlighting its strengths and critiquing its weaknesses. For the Intergenerational Volunteer Program in Special Education the evaluation will assist in:

— assessing the effectiveness of each component of the program (recruitment, training, maintenance and follow-up)

— assessing the impact of the program on the youth

— determining if the program should be expanded

— preparing for program expansion

Additionally, because of the implications of the Intergenerational Volunteer Program in Special Education, the evaluation may result in community or state support to maintain the existing program or in the conduct of a survey to determine statewide interest in similar programs or in recommendations for program replication in other areas.

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ADVANCED ORGANIZER
PROGRAM MAINTENANCE

TITLE: Procedures for Program Maintenance

PURPOSE: To develop activities that enhance effective Teacher/Older Volunteer teams

OUTCOME: To maintain cohesive Teacher/Volunteer teams that helps to sustain the Intergeneration Program.

OBJECTIVE	POSSIBLE ACTIVITIES	SUGGESTED TIME (in minutes)	MATERIALS AND EQUIPMENT	PARTICIPANTS	FACILITATORS
To maintain group	1. Schedule special luncheons during the day for volunteers and teachers	60-90	Pot luck or food service activity	Volunteers, Teachers, Principal	Program Coordinator & Teacher Liaison
To continue knowledge and skill development	2. Schedule a special dinner during the year for volunteers and teachers	2-3 Hours	Reimbursement for Dinner	Same	Same
To provide recognition for volunteers	3. Schedule a morning coffee or an afternoon tea	60-90	Refreshments	Same	Same
To provide on-going program supervision	4. Schedule formal sharing sessions with volunteers. The session's purpose is to generate discussion on the positive aspects of and concerns about the program.	60	Chalkboard or flipchart.	Volunteers	Program Coordinator
	5. Schedule formal sharing session with volunteers and teachers. The session's purpose is to generate discussion on the positive aspects and concerns about the program.	60	Chalkboard or flipchart	Teachers and Volunteers	Program Coordinator
	6. Schedule informational or skill building sessions for volunteers.	30-60	Overhead projector or movie projector	Volunteers	Program Coordinator
	7. Schedule various special education or supportive personnel such as the school nurse, the counselor, the school psychologist to describe their role	15-20	Audio-visual as needed	Volunteer and speaker	Program Coordinator
	8. Schedule in-depth training on such topics as behavior modification techniques, nature and needs of exceptional students, vocational areas for handicapped, personal workshops, teaching materials and machines, to name a few	60 (Each)	Audio-visual as needed	Guest Speaker	Program Coordinator
	9. Observe individual volunteers and discuss their roles			Principal	
	10. Call volunteers individually as a follow-up			Coordinator	

11. Recognize volunteers daily.	Handout M.1 Recognition of Volunteers	Principal, teacher, students volunteers and coordinator	Coordinator & Teacher Liaison
12. Plan special volunteer recognition activities	Food and certificates Handout M.1 Recognition of Volunteers	Teachers, volunteers, Principal & Coordinator	As Above

Form E.1

TEACHER ENTRY QUESTIONNAIRE

1. Name _____ 2. Today's Date _____

3. School _____ 4. School District _____

5. What level(s) exceptionalities do you currently teach? _____

6. What subject(s) to you currently teach? _____

   _____ I teach all subjects.

   How many years have you been teaching special education? _____

7. What types of classroom assistants have you worked with with? (Check all that apply.)

   a. _____ None: I've never used an assistant in my class before

   b. _____ Parents

   c. _____ Teacher Aides

   d. _____ Student Teachers

   e. _____ Other (please specify) _____

8. Have you ever worked as a volunteer:

   a. _____ Yes b. _____ No

   c. If yes, please specify _____

9. Which senior citizens do you have contact with? (Check all that apply.)

   a. _____ Your parents

   b. _____ Relatives other than your mother or father

   c. _____ Neighbors

   d. _____ Friends

   e. _____ Club Members

   f. _____ I seldom interact with senior citizens

10. In an average month, how much do you interact with senior citizens?

    a. _____ Daily b. _____ Weekly c. _____ Occasionally

11. In what school/classroom activities would you like to involve a senior citizen

    a. Content _____ Cognitive skills

    _____ Social skills

    _____ Enrichment activities

    _____ Life skills

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b. Procedures _____ Individual students

_____ Small groups

_____ Entire class

12. I anticipate that the presence of a senior citizen in my classroom may: (check only one numbered response in each category)

a. Classroom environment
(1) _____ make the classroom more relaxed
(2) _____ make the classroom less relaxed
(3) _____ have no effect on the classroom environment

b. Social behaviors of the children
(1) _____ increase the students' positive social behavior
(2) _____ increase the students' negative social behavior
(3) _____ have no effect on the students' social behavior

c. Academic Achievement
(1) _____ enhance the academic efforts of the students
(2) _____ impair the academic efforts of the students
(3) _____ have little effect on the academic efforts of the students

d. Life Skills Achievement
(1) _____ enhance the life skills of the students
(2) _____ impair the life skills of the students
(3) _____ have little effect on the life skills of the students

13. How do you think the presence of a senior citizen volunteer will affect your classroom time?

_____

_____

_____

14. What ideas do you have for developing community support for the program (e.g. financial, publicity, recruitment, etc.)?

_____

_____

_____

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15. How do you think the senior citizen volunteers themselves will be affected by their participation as a school volunteer?

_____

_____

_____

16. Do you have any concerns about the senior citizen's effectiveness as a classroom volunteer in the following areas? Please explain

a. transportation	_____ Yes	_____ No	_____
b. health	_____ Yes	_____ No	_____
c. attendance	_____ Yes	_____ No	_____
d. volunteer skills	_____ Yes	_____ No	_____
e. attitudes toward the school environement	_____ Yes	_____ No	_____
f. other	_____ Yes	_____ No	_____

17. In what ways would you like to involve the volunteer in your classroom?

_____

_____

_____

18. What particular skills may help the volunteer carry out the tasks in which he or she will be involved?

_____

_____

_____

19. What information would you like about the volunteers?

_____

_____

_____

20. What information would you like the volunteers to know about you and/or classroom?

_____

_____

_____

21. Why do you want to participate in this program?

_____

_____

_____

_____

_____

Thank you.

Form E.2b

VOLUNTEER ENTRY QUESTIONNAIRE
(Short Form)

1. Name: _____
2. Address: _____
3. Phone: _____
4. Person to contact in an emergency: _____
5. Address: _____
6. Phone: _____
7. Age: _____
8. Sex: _____
9. Any physical limitation you have that will affect your participation (e.g. bad back):

   _____
10. Educational background: _____
11. Occupational background: _____
12. Personal experiences: (please specify) _____

    _____

    Types of handicaps you have encountered: _____

    _____
13. Professional experiences: (please specify) _____

    _____

    Types of handicaps you have encountered: _____

    _____
14. Special interests and skills that you would like to contribute: _____

    _____
15. Special reasons for volunteering: _____

    _____
16. Other thoughts, feelings or comments you'd like to share: _____

    _____

    _____

VOLUNTEER ENTRY QUESTIONNAIRE
(Long Form)

Form E.2a

1. Name _____

2. School _____ 3. School District _____

4. Home Address _____

5. Home Phone Number _____

6. Who would like to be contacted in case of an emergency?

   _____

   a. Their relationship to you _____

   b. Their phone number _____

   c. Their address _____

7. Age (Please check one):

   (1) _____ 50 - 54 years

   (2) _____ 55 - 59 years

   (3) _____ 60 - 64 years

   (4) _____ 65 - 69 years

   (5) _____ 70 - 75 years

   (6) _____ 76 - 80 years

   (7) _____ + 80 years

8. Sex: (1) Female _____

   (2) Male _____

9. Race: (1) White _____ (2) Black _____ (3) Hispanic _____

   (4) Oriental _____ (5) Other (please specify) _____

10. Marital Status (Please check one):

    (1) _____ single (never married)

    (2) _____ married

    (3) _____ divorced

    (4) _____ separated

    (5) _____ widowed

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11. Do you now live (please check all that apply):

_____ alone

_____ with your spouse

_____ with a friend

_____ with a brother/sister

_____ with your parent(s)

_____ with your child or children

_____ with your grandchildren

12. (a) Do you have any children?

(1) _____ Yes (0) _____ No

(b) Do you have any grandchildren?
(1) _____ Yes (0) _____ No

(c) Do you have any great-grandchildren?

(1) _____ Yes (0) _____ No

13. How would you best describe your physical health at present? (Please check the one that best applies to you.)

(1) _____ Excellent: I have no particular problem

(2) _____ Good: I have a few minor problems but I generally feel good

(3) _____ Fair: I have some health problems that limit my activity

(4) _____ Poor: I have frequent problems with my health that greatly limit my activity

14. (a) What was the highest level of formal education you completed? (Please check one.)

(1) _____ some elementary school

(2) _____ elementary school

(3) _____ some high school

(4) _____ high school

(5) _____ some college

(6) _____ 2 year college

(7) _____ 4 year college

(8) _____ graduate of professional school

(b) What other educational experience have you had?

(1) _____ technical school

(2) _____ adult education

(3) _____ other (please specify)

_____

(4) _____ technical school and adult education

(5) _____ technical school, adult education, and other

(6) _____ none

15. (a) Are you currently employed? (1) _____ Yes (0) _____ No

If yes, is it: (1) _____ full time (2) _____ part time

(b) What is your occupation? _____

16. (a) Have you ever been employed? (1) _____ Yes (0) _____No

(b) If yes, please list up to three of the longest job experiences you have had:

Employer	**Type of Work**	**# of Years**
_____	_____	_____
_____	_____	_____
_____	_____	_____

17. (a) If you have been married, has your spouse ever been employed?

(1) _____ Yes (0) _____ No

(b) If yes, please describe his/her work.

_____

_____

18. What experiences have you had with children or adults with special needs?

_____

19. (a) Have you ever worked as a volunteer? (1) _____ Yes (0) _____ No

(b) Please give examples of the kind of volunteer work you have done.

_____

_____

20. Please explain why you decided to become a volunteer in this program?

_____

_____

21. Do you have any concerns in the following areas?

			Please explain
a. transportation	_____ Yes	_____ No	_____
b. health	_____ Yes	_____ No	_____
c. attendance	_____ Yes	_____ No	_____
d. your volunteer skills	_____ Yes	_____ No	_____
e. school environment	_____ Yes	_____ No	_____

f. other (Please specify) _____ Yes _____ No _____

22. How did you first hear about this program?

a. _____ friend

b. _____ family member

c. _____ meeting at church or synagogue

d. _____ poster

e. _____ presentation at organization (specify) _____

f. _____ Open House/ Introductory Session

g. _____ letter to parents

h. _____ radio, station _____

i. _____ TV, station _____

j. _____ newspaper

k. _____ church or synagogue bulletin

l. _____ brochures

m. _____ other (please specify) _____

23. At this point, can you suggest anyone else who might be interested in becoming a school volunteer? a. _____ Yes b. _____ No

Please list their name, address and phone number.

Name _____ Phone _____

Address _____

Form E 3

VOLUNTEER TIME SHEET

SCHOOL _____

DATE	VOLUNTEERS NAME	TEACHERS NAME	TIME IN	TIME OUT

Year End Questionnaire: Teachers

Now that you are approaching the completion of the 1985-86 academic year and your participation in the SCVP, we would appreciate a few minutes of your time to complete the following questions. We are very interested in your opinions and observations about this program

This information will help us to identify the strengths of the program and determine areas in need of improvement. In so doing we hope to insure that future programs are sensitive and effective.

Please be certain to return this questionnaire to the teacher liaison or principal.

If you have worked with more than one volunteer during the school year, *please answer the applicable questions by representing each volunteer with a different letter* (e.g., A, B, C, etc.) *in the appropriate space.*

Thank you for your time in completing this questionnaire.

1. Name _____
2. School _____
3. Exceptionality and age level taught _____
4. How many volunteers did you work with in your classroom this year? _____
5. Please indicate the average number of hours per week you had a volunteer in your classroom. _____
6. In which areas did your volunteer participate? Please check all that apply.

_____ Math	_____ Reading
_____ Art	_____ Music
_____ Handwriting	_____ Spelling
_____ Home Economics	_____ Physical Education
_____ Industrial Arts	_____ Library
_____ Typing	_____ Communication Skills (including signing)
_____ Business	
_____ Social Studies	_____ Self Care
_____ Grammar/English Language	_____ Other, please specify
_____ Creative Writing	_____
_____ Science	_____

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7. In which of the above areas (from question 6) do you believe your volunteer's work was of particular benefit to the students?

_____

_____

_____

8. Please indicate the extent to which you believe the children in your class(es) gained in each of the following areas as a result of the volunteer(s) being in your classroom.

	A Great Deal	Somewhat	Not at All	Don't Know
A. Self-esteem	( )	( )	( )	( )
B. Academic growth (improvement in reading, writing, etc.)	( )	( )	( )	( )
C. Social growth (sense of responsibility, improved behavior)	( )	( )	( )	( )
D. Life Skills (decision making, self management, self-care)	( )	( )	( )	( )
E. Interest in what happens around them	( )	( )	( )	( )
F. Understanding of aging	( )	( )	( )	( )
G. Caring for others (peers, elders)	( )	( )	( )	( )

9. Which of the following skills, experiences or hobbies did the volunteer(s) share with students? Please check all that apply.

_____ Arts Please Specify _____

_____ Sports Please Specify _____

_____ Handicrafts Please Specify _____

_____ Travel Experiences Please Specify _____

_____ Work Experiences Please Specify _____

_____ Other Please Specify _____

10. Please indicate how the volunteers' presence and personal characteristics contributed to the following:

	More Common	No Change	Less Common	Don't Know
A. Agressive student behavior	( )	( )	( )	( )

B. Students motivated to learn	( )	( )	( )	( )
C. Positive student behavior	( )	( )	( )	( )
D. Cooperative student behavior	( )	( )	( )	( )
E. Students relaxed/contented	( )	( )	( )	( )
F. Teacher time to work with individual students	( )	( )	( )	( )
G. Teacher time to work with small student groups	( )	( )	( )	( )
H. Teacher time to work with large student groups	( )	( )	( )	( )
I. Teacher time to work with whole class	( )	( )	( )	( )
J. Teacher time to plan classroom activities	( )	( )	( )	( )
K. Teacher insight into student behavior	( )	( )	( )	( )
L. Classroom curriculum	( )	( )	( )	( )
M. Other, please specify	( )	( )	( )	( )

11. Did the participating volunteer in your classroom give you any further insight into the behavior of students in your classroom?

_____ Yes _____ No _____ Not Sure

If yes, what? _____

_____

_____

_____

12. Which of the following did the volunteer(s) use with students? Please check all that apply.

_____ Workbooks/ditto sheets
_____ Flash Cards
_____ Curriculum Kits
_____ Audio-Visual Aids
_____ Industrial Arts Equipment
_____ Educational Games
_____ Text Books
_____ Arts and Crafts Materials
_____ Home Economics Materials
_____ Computers

_____ Science Materials

_____ Typewriters

_____ Commercial and Business Materials

_____ Volunteer/Teacher Made Materials

_____ Manipulatives/Communication Boards

_____ Other (please specify)

_____

13. Of the above materials used by the volunteer (question 12) which proved most helpful?

_____

_____

_____

14. With which of the following groupings did the volunteer work?

_____ Individual Students

_____ Small Groups of Students

_____ Large Groups of Students

_____ Whole Class

15. Please indicate the extent to which the following were problems:

	A Great Deal	Somewhat	Not at All	Don't Know
A. Communication between the volunteer and you	( )	( )	( )	( )
B. The volunteer's attendance	( )	( )	( )	( )
C. Children's responsiveness to the volunteer	( )	( )	( )	( )
D. Time to plan activities	( )	( )	( )	( )

16. How did the students react to:

A. Working with the senior citizen volunteer?

_____

B. The absence of the senior citizen volunteer on a scheduled day?

_____

17. What changes have you observed in the relationships between the volunteer and the students over the school year/

_____

_____

_____

18. In your opinion, how could the Senior Citizen School Volunteer Program in your school be improved?

_____

_____

_____

19. A. How has your participation in this program affected your own attitude toward aging?

_____More Positive _____ No Change _____ More Negative

B. If you have checked *No Change* is it because:

_____ You always had a positive attitude toward aging and it continues to be the same

_____ You always had a negative attitude toward aging and it continues to be the same

20. A. How has your participation in this program affected your own attitude toward older people?

_____ More Positive _____ No Change _____ More Negative

B. If you have checked *No Change* is it because:

_____ You always had a positive attitude toward older people and it continues to be the same

_____ You always had a negative attitude toward older people and it continues to be the same

21. What is your overall rating of the program?

_____Excellent _____ Good _____ Fair _____ Poor

22. Would you like to participate in the program next year?

_____ Yes _____ No _____ Not Sure

23. If you have any additional comments on the program, the volunteer you worked with, etc., please use other side.

Thank you!

Year End Questionnaire: Volunteers

Now that you are approaching the completion of your participation in the 1985-86 academic year of the Senior Citizen School Volunteer Program, we would appreciate a few minutes of your time to complete the following questions. We are very interested in your opinions and observations about this program and the ways in which you worked with the teachers and children.

The purpose of this is to help us identify the strengths of the program and determine areas in need of improvement. In so doing, we hope to be better able to provide future programs that are sensitive and effective.

Thank you for your time in completing this questionnaire. Please be certain to return this to your teacher liaison.

1. Name _____

2. School _____

3. Please indicate the average number of hours per week that you volunteered. _____

4. How many teachers did you work with this year?

5. With what *types* of children have you volunteered this year? Please check all that apply:

   _____ Educable Mentally Handicapped (EMH)

   _____ Trainable Mentally Handicapped (TMH)

   _____ Severe and Profoundly Mentally Handicapped (SPMH)

   _____ Physically Handicapped (PH)

   _____ Socially/Emotionally Disturbed (SED)

   _____ Multiply Handicapped (MH)

   _____ Other, please specify _____

6. With what different age ranges have you worked as a volunteer? Please check all that apply:

   _____ 5 to 12 years _____ 19 and older

   _____ 13 to 18 years

7. a. What kind of work did you expect to do as a school volunteer? Please be specific.

   _____

   _____

_____

_____

_____

b. What kind of work did you do as a volunteer?

_____

_____

_____

_____

_____

c. To what extent were your expectations of volunteer work met?

_____ A great deal _____ Somewhat _____ Not at all _____ Don't Know

8. In which of these areas have you participated? Please check all that apply.

_____ Math	_____ Social Studies	_____ Reading
_____ Art	_____ Grammar/English Language	_____ Music
_____ Handwriting	_____ Creative Writing	_____ Spelling
_____ Home Economics	_____ Science	_____ Physical Education
_____ Industrial Arts	_____ Self Care	_____ Library
_____ Typing	_____ Communication Skills (Including Signing)	_____ Business

_____ Other (Please Specify) _____

9. Which of the following have you used with students? Please check all that apply.

_____ Workbooks/Ditto Sheets	_____ Educational games
_____ Flash Cards	_____ Text books
_____ Curriculum Kits	_____ Arts and Crafts Materials
_____ Audio-visual Aids	_____ Home Economics Materials
_____ Industrial Arts Equipment	_____ Computers
_____ Science Materials	_____ Volunteer/Teacher made Materials
_____ Typewriters	_____ Manipulatives/Communication Boards

_____ Commercial and Business Materials

_____ Other (Please Specify) _____

10. With which of the following student groupings have you worked? Please check all that apply.

_____ Individual Students

_____ Small Groups of Students

_____ Large Groups of Students

_____ Whole Class

11. Which of the following are helpful to prepare volunteers to work in the classroom? Check all that you think are appropriate.

_____ Receiving a written plan for the day from the teacher

_____ Discussing the activities beforehand with the teacher

_____ Discussing the activities afterwards with the teacher

_____ Taking work home

_____ Attending workshops for volunteers and teachers

_____ Attending meetings for volunteers

_____ Planning ahead with the teacher

_____ Other (Specify) _____

12. Which of the following skills, experiences, or hobbies have you shared with students? Please check all that apply.

_____ Arts (e.g., music, dance, drama, etc.) Please specify:

_____

_____ Sports (Please specify) _____

_____ Handicrafts (e.g., sewing, carpentry, carving, etc.) Please specify:

_____

_____ Travel Experiences (Please specify) _____

_____ Work Experiences (Please specify) _____

_____ Other (Please specify) _____

13. Do you feel that there was adequate use of your interests, experience, and skills?

_____ Yes _____ No _____ Not Sure

Comments: _____

_____

14. Do you feel there was adequate use of your time as a volunteer?

_____ Yes _____ No _____ Not sure

Comments: _____

_____

15. In what ways do you believe your volunteer work has been helpful to the teacher? Please be specific.

_____

_____

16. Overall, to what extent did the teacher(s) make you feel welcome in the classroom?

_____ A great deal _____ Somewhat _____Not at all _____Don't Know

17. Please indicate the extent to which you believe *the children* you volunteered with gained in each of the following areas as a result of your involvement in the classroom.

	A Great Deal	Somewhat	Not at All	Don't Know
A. Self Esteem	( )	( )	( )	( )
B. Academic growth (improvement in reading, writing, etc.)	( )	( )	( )	( )
C. Social Growth (sense of responsibility, improved behavior)	( )	( )	( )	( )
D. Life Skills (Decision making, self management, self care)	( )	( )	( )	( )
E. Interest in what happens around them	( )	( )	( )	( )
F. Understanding of aging	( )	( )	( )	( )
G. Caring for others (peers, elders)	( )	( )	( )	( )

18. Please indicate the extent to which you believe each of the following were *a problem* during your volunteer experiences.

	A great Deal	Somewhat	Not at All	Don't Know
a. Your ability to carry out classroom volunteer activities	( )	( )	( )	( )
b. Communication between you and the teachers	( )	( )	( )	( )
c. Student's responsiveness to you	( )	( )	( )	( )
d. Time to plan activities	( )	( )	( )	( )

e. Irregular student attendance	( )	( )	( )	( )
f. Transportation to and from school	( )	( )	( )	( )
g. Your health	( )	( )	( )	( )
h. Your attendance	( )	( )	( )	( )
i. The school environment	( )	( )	( )	( )
j. Inclement weather	( )	( )	( )	( )
k. Other _____	( )	( )	( )	( )

19. Please indicate the extent to which you believe you gained in each of the following areas as a result of your volunteer experiences.

	A Great Deal	Somewhat	Not at All	Don't Know
a. Self esteem	( )	( )	( )	( )
b. Physical health	( )	( )	( )	( )
c. Mental health	( )	( )	( )	( )
d. Social life	( )	( )	( )	( )
e. Satisfaction with life	( )	( )	( )	( )
f. Openness to new ideas	( )	( )	( )	( )
g. Interest in children's education	( )	( )	( )	( )
h. Energy level	( )	( )	( )	( )
i. Involvement in the community	( )	( )	( )	( )
j. Knowledge and skills	( )	( )	( )	( )
k. New friendships	( )	( )	( )	( )

20. In your opinion, how can The Senior Citizen Volunteer Program in your school be improved?

_____

_____

21. Overall, how would you rate the volunteer program?

_____ Excellent _____ Good _____ Fair _____ Poor _____ Don't Know

22. Do you want to participate in the program next year?

_____ Yes _____ No _____ Not sure

23. Please indicate how you believe the following have changed as a result of your volunteer experiences:

	Greatly Improved	Improved	No Change	Worsened	Greatly Worsened	Don't Know
a. Your knowledge of handicapped children	( )	( )	( )	( )	( )	( )
b. Your attitude towards handicapped children	( )	( )	( )	( )	( )	( )
c. Your attitude towards the public schools	( )	( )	( )	( )	( )	( )

24. What changes, if any, would you like to see made in the *volunteer role* for next year?

_____

_____

25. If you have any additional comments on the program, the school, the teacher(s) you worked with, the students you worked with, etc., please note them here.

_____

_____

_____

_____

RESOURCES

The primary focus of this manual has been the implementation of its contents with the Commonwealth of Pennsylvania. As such, most of the resources pertain to Pennsylvania. However, in the event that educators in other states may be interested in this manual, certain national resources have been included. These resources will assist in the initial stage of gathering information for a successful project. The following resources are a representative sample.

A. **Local Agencies**

1. Allegheny Intermediate Unit
   200 Commerce Court
   Pittsburgh, PA 15219

2. Generations Together
   809 William Pitt Student Union
   University of Pittsburgh
   Pittsburgh, PA 15260

3. University of Pittsburgh
   Special Education Department
   Forbes Quadrangle
   Pittsburgh, PA 15260

B. **Resource Centers**

1. Western Pennsylvania Special Education
   Regional Resource Center
   5347 William Flynn Highway
   Route 8
   Gibsonia, PA 15044 (412) 443-7821

2. Central Pennsylvania Special Education
   Regional Resource Center
   150 S. Progress Ave.
   Harrisburg, PA 17109 (717) 657-5840

3. Eastern Pennsylvania Special Education
   Regional Resource Center & Pennsylvania Resources and
   Information Center for Special Education (PRISE)
   200 Anderson Road
   King of Prussia, PA 19406 (215) 265-7321

C. **Directories**

1. Pennsylvania Education Directory (1984-85)
   Applied Arts Pub.
   P.O. Box 479
   Lebanon, PA 17042 (717) 272-6667

2. Pennsylvania Directory of Facilities/Services
for Pennsylvanians With Development Disabilities 1980
by the PA Development Disabilities Planning Council
2101 N. Front Street—Bldg. 4
Hershey, PA 17110 (717) 787-6057

3. Learning Resource Center Directory (2nd Edition)
National Center on Educable Media & Materials For The Handicapped
Ohio State University
Columbus, Ohio 43210
Publication No. NC-77303 (August, 1977)

4. Directory of National Information Source on Handicapping Conditions
and Related Services
U.S. Dept of HEW
Office of Human Development Services
Office of Handicapped Individuals
May 1080
DHEW Pub. NO. (OH DS) 80-22007

5. Where to Turn—21st Edition (Summer 1984)
Information & Volunteer Services of Allegheny County
200 Ross Street
Pittsburgh, PA 15219 (412)255-1137

6. Eric Exceptional Child Education Report
a Directory of Special Education Resources
Caroly Lloyd & Donald K. Erickson

7. Eric Clearinghouse on Handicapped & Gifted
CEC
1920 Assoc. Dr.
Reston, VA 22091

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